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ABSTRACT

The purpose of the guide is to assist faculty in the implementation of the concept of career education in grades K-6 of the Muscatine (Iowa) Community Schools. The guide begins with an outline of the philosophy and goals of career awareness and tables listing learning activities for an instructional sequence emphasizing self-awareness followed by occupational awareness. The major portion of the document presents suggested objectives, activities, resource materials, and methods for integrating the career education program into the curriculum, arranged by grade level. Objectives and activities, ranging from role playing to written reports, grow increasingly sophisticated. Supplemental materials include letter forms, field trip guides, interview tips, bulletin board suggestions, career games, and other activities to help implement self- and career awareness. Locally available career education books and audiovisual materials and recommended additional resources are listed. Concluding the document are a long range plan for career awareness extending through 1977, a career education assessment guide, and a glossary. (Author/NH)

ED102377

Working Draft

CAREER AWARENESS

A Guide for Implementing
Career Education
at the Elementary Level

MUSCATINE COMMUNITY SCHOOLS
Muscatine, Iowa
June 1974

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PREFACE

Dr. Sydney Marland, Jr., commissioner of education in the early 1970's, challenged the educators of this nation to invent career education. This guide summarizes concepts people in this district have shared as career education is invented in Muscatine.

The purpose of this guide is to assist the faculty in this district as we implement and coordinate our concept of career education. The activities described in the grade-level section are examples and are included so they can be reviewed and tried. Teachers are encouraged to pick and choose, to try those activities which seem applicable, and to develop additional activities using patterns established in this guide. We sincerely hope that the guide will provide a springboard for spontaneous incorporation of career awareness concepts in all phases of the instructional program.

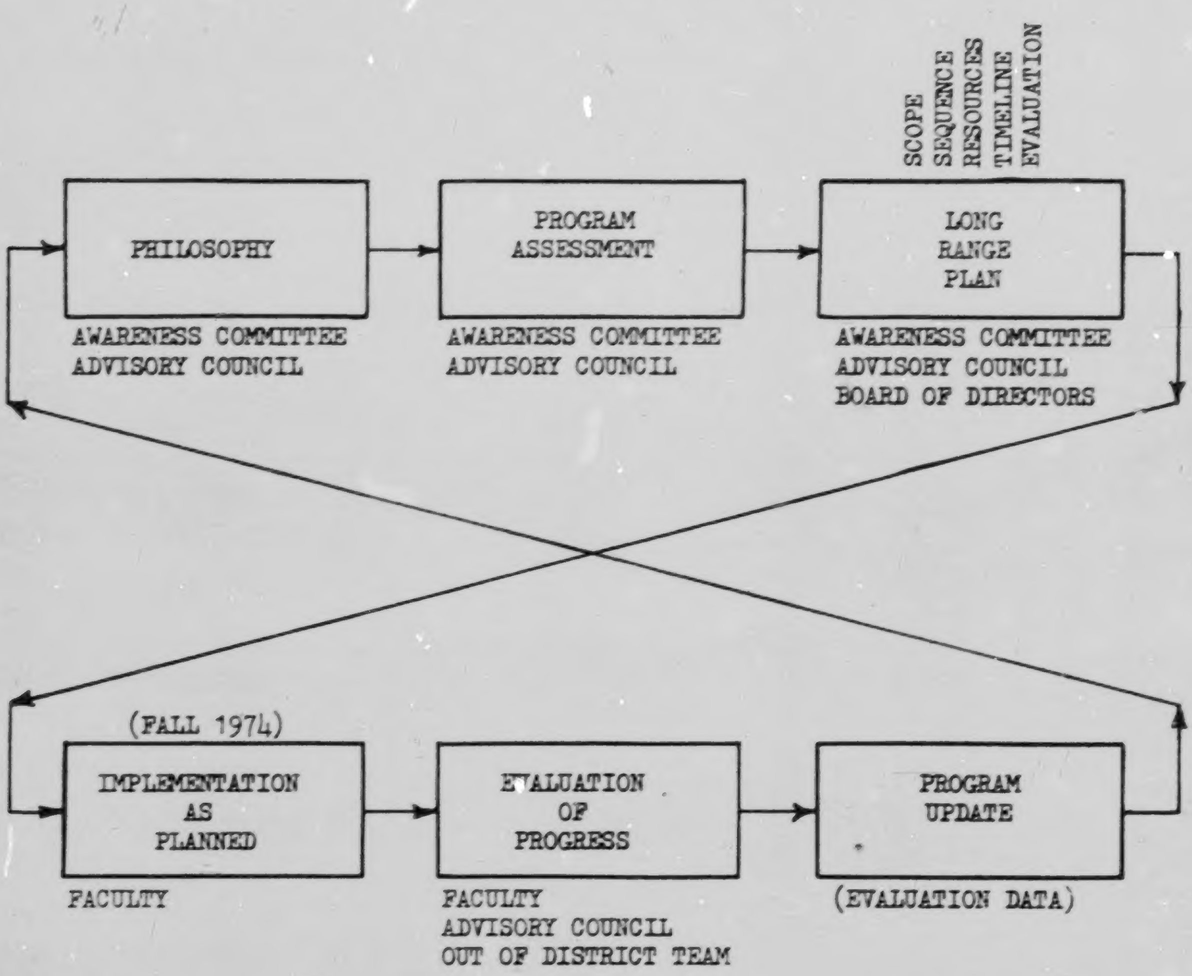
Our faculty is encouraged to become familiar with all parts of this guide. The white pages give an overview of the career awareness program, and the colored pages identify activities which are oriented to specific grade levels.

Planning of the career awareness program followed the format depicted by the chart on page iv. The long range plan on pages 236 through 239 explains the progress we expect to make during the next three years, and the assessment guide in the last section is the instrument with which we will appraise the extent of our success. Evaluation space is also provided for your own notes on each of the grade-level activities. Your comments and suggestions for improvement of this guide or any phase of the career awareness program will be welcomed by either the career awareness committee representative in your building or the Director of Career Education, (phone 263-7223).

Our thanks are extended to the many people who assisted in the preparation of this document, and to the Davenport Community Schools and Des Moines Community Schools for permitting us to incorporate materials from their awareness guides.

The Summer Workshop Subcommittee

CAREER AWARENESS PLANNING PROCESS


SCOPE
SEQUENCE
RESOURCES
TIMELINE
EVALUATION
PHILOSOPHY
AWARENESS COMMITTEE
ADVISORY COUNCIL
PROGRAM ASSESSMENT
AWARENESS COMMITTEE
ADVISORY COUNCIL
LONG RANGE PLAN
AWARENESS COMMITTEE
ADVISORY COUNCIL
BOARD OF DIRECTORS
(FALL 1974)
IMPLEMENTATION AS PLANNED
FACULTY
EVALUATION OF PROGRESS
FACULTY
ADVISORY COUNCIL
OUT OF DISTRICT TEAM
PROGRAM UPDATE
(EVALUATION DATA)

CAREER EDUCATION IN MUSCATINE COMMUNITY SCHOOLS

In early American society, formal education was viewed primarily as a means of imparting knowledge. Career education occurred as children worked beside their parents in small shops and on the land. The number of different occupations was limited and the opportunities for choice few. But as technology improved and the country moved from an agrarian to an industrial and urban society, parents found it more difficult to counsel their child in the choice of a future occupation.

American schools have traditionally operated under the assumption that academically oriented school room education will automatically lead to the ability to work productively. While the basic skills taught by the school are needed by all individuals as they enter productive life, education has come to mean much more.

Career education compels educators to establish a renewed perspective toward the educational process. Schools must provide not only the career education represented by preparation for college and eventual work in a profession, but also for the 80% of the occupations in this nation which do not require a baccalaureate degree. Educators must examine the existing instructional programs and incorporate experiences which will enable students to systematically (1) gain an understanding of themselves, (2) become aware of basic facts about a variety of occupations, (3) explore or experiment with several occupations in which they are interested, and (4) receive occupational preparation that will enable them to be employed in one of several occupations within a career cluster of their choice.

Compilation of this guide is one of many efforts our district has, and will continue to commit toward the goal of providing relevant and up-to-date learning experiences for our students. A society that has put man on the moon is challenging our educational system to demonstrate similar excellence. We must meet, even exceed the challenge.

Dr. Russell N. Ward
Superintendent of Schools

CAREER AWARENESS PHILOSOPHY

Career Awareness relates the world of learning with the world of work. It first entails self-awareness; then awareness of others in the immediate environment; and continues to expand to include a more comprehensive awareness of the total community environment. Career Awareness includes the development of a value system which incorporates a knowledge of, and an appreciation for, the role of work of all types in our society. Life and learning are dynamic processes that occur in the home, the community, and in all environments, including the classroom.

CAREER AWARENESS GOALS

I. Principal goals (Student Outcomes)

A. Self Awareness

1. The students will develop an understanding of their freedom, as individuals, to hope and to change.
2. Each student will develop an understanding of his own rights to his feelings and opinions as they differ from the feelings and opinions of others.
3. Each student will develop an understanding of his obligation to respect the feelings and opinions of other.
4. The student will develop a positive self-image by identifying ways in which each is a distinct individual.
5. Each student will develop an understanding of his abilities.
6. Each student will develop an awareness of himself physically, mentally, and emotionally.

B. Occupational Awareness

1. The student will develop an understanding that all legitimate occupations are worthwhile and honorable.
2. The student will develop an understanding that rapid changes taking place in the world of work will necessitate advanced specialized training because jobs expand, change, and even disappear according to the needs of society.
3. The student will develop an awareness of the world of work, through responsibilities at school and home.
4. The students will be motivated to become a part of the world of work.

II. Related Goals

A. Understanding of Career Awareness

1. Faculty will understand the purpose and implementation procedures.
2. Parents will understand the purpose and how their child will benefit.
3. Our community will understand how they will benefit and how they can help.

B. Community Involvement

1. Resource people will be utilized.
2. Public relations will be stressed.
3. Field trips and other activities in the community will increase.

C. Integrate career awareness concepts into existing curriculum.

INSTRUCTIONAL SEQUENCE

Career Awareness emphasizes self awareness (self understanding) in the primary grades and expands to include increasing awareness about occupations in the intermediate grades. The tables on pages 4 through 10 list learning activities which many teachers indicate are already a part of our program (as indicated by a districtwide survey at the various grade levels). Teachers are urged to see that the items listed in the tables are covered at the grade levels indicated.

SELF AWARENESS SEQUENCE

Primary Grades	Intermediate Grades
The learner will become aware of her or his unique physical, intellectual, emotional, and social capabilities, and more specifically will become aware of her or his: 1. Personal interests 2. Progress in mental and creative abilities 3. Physical characteristics 4. Acquisition of short-term personal goals 5. Feelings of and about self, peers, adults, and near environment 6. Understanding that human beings are more alike than different 7. Opportunity to select peer groups 8. Knowledge that societal institutions influence personal attitudes and biases a. The role of the family b. The school c. The community 9. Responsibility to behave appropriately in the school setting 10. Benefit from personal growth in the educational setting 11. Decision-making processes	The learner will relate self preception with the world of work and will : 1. Realize how self-concept is related to interactions with others 2. Analyze interests as a basis for developing new interests 3. Recognize personal mental and creative abilities in terms of an evolving life style 4. Recognize physical abilities 5. Appraise others' perception of self and cope with praise or criticism in a positive manner 6. Relate successfully with various peer groups 7. Investigate similarities and differences in cultural values a. Recognize that all cultures are to be respected b. Recognize that what is acceptable in one culture may be rejected in another 8. Observe that the educational setting can help develop life skills 9. Learn to behave appropriately in the community setting

Primary Grades	Intermediate Grades
12. Concept of work a. Difference between employer and employee b. Dignity of the individual c. Variety of occupations available d. Why people work e. Relationship between income and lifestyle f. Workers are paid for services 13. Understanding of the difference between producers of goods and producers of services 14. Willingness to complete assigned tasks and the importance of assuming responsibility	10. Acquire experience in making decisions and accepting the benefits or the consequences 11. Recognize specific work behaviors and the socio-economic aspects of the world of work a. Paid and unpaid work b. Different levels of responsibility in various occupations c. Wide variety of occupations available and desirable qualities of various occupations d. Similarities and relatedness of occupations which permit mobility in career lattices e. Change in work responsibilities within occupations due to technology and personal competencies f. Income varies with career type and level g. Greater competencies generally are rewarded by higher pay h. Implications of discrimination 12. Relate self-concept to selected occupations a. Opportunities afforded through school programs and community activities b. Decision making in selection of projects commensurate with abilities and interests c. Personal growth and rewards of work and/or leisure 1. Personal satisfaction 2. Social recognition 3. Monetary rewards 13. Relate life styles to work roles a. Monetary rewards and life style b. Work hours c. Personal needs d. Effects of occupation on physical and mental health

OCCUPATIONAL AWARENESS SEQUENCE

Cluster	Kdg.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Hosp. & Recreation	Lifeguard Taxi Driver Bellman Hotel Chef	Coach Pro Athlete Waiter	Camp Counselor Life Guard Hobby and recreation	Park Administrator Forest Ranger Taxi Driver Pro Athlete Camp Counselor	Park administrator Park Ranger Forest Ranger Smoke Jumper Hotel Mgr. Travel Agent	Park ranger Forest Ranger	Travel Agent
Marketing & Distribution	*Secretary		Secretary Processor Wholesaler Distributor		Secretary Salesman		Bookkeeper Insurance Agent Routeman Cashier Credit Manager Stock Clerk Stockbroker
Fine Arts & Humanities		Art Teacher Music Teacher Clergy	Art Teacher Music Teacher Archeologist Editor Newspaper reporter Actor-Actress Comic strip writer Author	Art Teacher Music Teacher Artist Author	Art Teacher Music Teacher Newspaper reporter Actor/Actress Comic strip writer Artist Anthropologist Author Interpreter	Interpreter Art Teacher Music Teacher Archeologist *Newspaper Reporter Editor Comic Strip writer Artist Anthropologist Marine Geologist Author	Comic strip writer Art Teacher Music Teacher Clergy Archeologist Editor Newspaper reporter Actor/Actress Artist Anthropologist Marine Geologist Radio Drama Interpreter Author

*Denotes that a unit has been included in the grade level section of this guide to demonstrate how this concept fits into the present curriculum.

continued on next page

Cluster	Kdg.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Transportation	Truck driver *Bus driver Mechanic Taxi driver Train Engineer Pilot Ticket Agent Airline Stewardess	Truck driver bus driver *Airline Stewardess Pilot	Truck driver Ticket Agent Conductor	Truck driver Bus driver Mechanic Taxi driver Train Engineer Pilot Airline Stewardess Dispatcher Air Reservation clerk Deck Officer Radio Operator Seaman Ship steward	Truck driver Pilot Bush pilot Airline Stewardess	Truck driver Bus driver	Truck driver Bush pilot Dispatcher Seaman
usiness & ffice	Secretary Typist	Secretary		Secretary Computer Programmer Switch Board Accountant Clothing Salesman	Secretary Computer Programmer Receptionist Typist	Computer Programmer Merchandizer	Secretary Computer Programmer Switch Board Dictaphone Typist Actuary Accountant Typist
ublic ervice	Policeman Fireman Sanitation Defense Dept. Worker Public Health Nurse City Carrier (continued on next page)	Policeman *Fireman Sanitation Public Health Nurse Sanitarian City Carrier Mail Clerk	*City Carrier *Mail Clerk Sanitarian Sanitation Librarian Beautician Receptionist	Policeman Game Warden Mayor Fireman Sanitation Defense Dept. Worker	Policeman Mayor Fireman Sanitation Defense Dept. Worker City Carrier Meter reader	Policeman Biological Agri. Service Forestry Soil Conservationist Librarian	Policeman Forestry Soil Conservationist Electrician Librarian

*Denotes that a unit has been included in the grade level section of this guide to demonstrate how this concept fits into the present curriculum.

continued on next page

Cluster	Kdg.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
ublic Service continued)	Teacher Librarian School Nurse Special Teachers (Learning disabilities, etc.) Custodian Principal Cook Aides	Post office worker *Teacher Librarian Principal Custodian Cafeteria Worker		Forestry Soil Conservationist Public Health Nurse Sanitarian City Carrier Mail Clerk Lawyer Post office worker Meter reader Electrician Repairman Engineer Teacher Librarian	Forestry Soil Conservationist Public Health Nurse Post office worker Electrician Teacher Librarian	City gov't occupations State & Federal lawmaking System of Supreme Court Gov. of state Senator Congressman U.S. President Banker	
arine Science			Fisherman	Ecologist Fisherman Fishing boat captain Deck Hand Fish Wholesalers Fish Retailers	Ecologist Geographer	Ecologist *Fisherman Fish Wholesalers Fish Retailers	Fisherman Fishing boat captain Ecologist Fish Wholesalers Geographer Oceanographer Aquanaut
ommunications nd Media		Delivery man	Poet Radio workers	Telephone Operator	Air traffic control Radio & TV announcer Telegrapher Broadcast technician Reporter Rewrite man Newspaper Editor	Reporter Rewrite man Newspaper Editor Proofreader Cartoonist	Photographer Telephone Operator Programmer

*Denotes that a unit has been included in the grade level section of this guide to demonstrate how this concept fits into the present curriculum.

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Cluster	Kdg.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Consumer and omemaking	Cook Housekeeper Janitor			Fabric Designer Kitchen helper Housekeeper Dietitian Food Tech. Handyman Hotel Mgrs. Repairman			
gri-Business and atural Resources	Farmer Dairy farmer Livestock farmer Veterinarian	*Farmer Dairy farmer Livestock farmer Lumberman Logger Forester Veterinarian	Farmer	Farmer Dairy farmer Livestock Farmer Veterinarian Lumberman Logger Forester Geologist Miner	Farmer Dairy farmer Livestock farmer Lumberman Logger Miner	Farmer Dairy farmer Livestock farmer(4-H) Veterinarian Lumberman Logger Forester Geologist Miner Extension service worker Quarry worker Machinist	Farmer Dairy farmer Livestock farmer Lumberman Logger Forester Geologist Miner
ealth careers	Physician Registered Nurse Dentist	Physician Registered Nurse School Nurse Dentist	Physician Registered Nurse Nurses Aide Osteopath Chiropractor X-ray Technician	Physician Registered Nurse Dentist Dental Hygienist Psychiatrist Surgeon Nurses Aide Medical Technologist Pharmacist			Optometrist

*Denotes that a unit has been included in the grade level section of this guide to demonstrate how this concept fits into the present curriculum.

continued on next page

Cluster	Kdg.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Personal ervice	School Bus Driver Veterinarian	*School bus Driver Barber	School Bus Driver	School Bus Driver Barber Social Worker Veterinarian Psychologist	School Bus Driver Veterinarian Psychologist Health Salon Operator	Social Worker	School Bus Driver Veterinarian (4-H)
Environmental		Family	Meteorologist Forester Forestry Aide Zoologist	Physical Scientist Meteorologist Botanist Chemist Engineer Physicist Forester Forestry Aide Ecologist	Meteorologist Forester Ecologist Zoologist Anthropologist	*Meteorologist *Botanist Forester Ecologist Zoologist	Physical Scientist Meteorologist Botanist Chemist Engineer Physicist Ecologist Life Scientist Archeologist
Manufacturing				Physicist Safety Engineer Chemist Machinist Tool Maker Die Maker Pattern maker	Mathematician Engineer	Quality-control Assembly line Salesman Historian	Safety Engineer Physicist Engineer Foreman
Construction			Construction worker Carpenter Road builders			*Iron worker Welder Laborer	Surveyor Architect

Astonomer

*Denotes that a unit has been included in the grade level section of this guide to demonstrate how this concept fits into the present curriculum.

ACTIVITIES SECTION

The following activities, teaching techniques, and resources are suggestions for implementing the Career Awareness program. These are but a few of the possible approaches. Space is provided at the edge of each sheet for your evaluation or other notes. Blank pages are provided at the end of each grade level section so you can enter activities of your own design. The purpose for listing these activities is to provide examples that will stimulate your thinking about methods of using career concepts to convey practical applications of basic skills into all curricular areas.

Plan to try several of the activities suggested for the grade level you teach. Then discuss your reaction to these activities with the career awareness committee representative from your building (or call the Director of Career Education at 263-7223). Your suggestions for improvement of these units and addition of others is actively solicited.

Teachers who develop additional units are encouraged to submit them to the career awareness committee for review. Each month one of these ideas will be included in a career education newsletter which will be prepared by the Director of Career Education and distributed to faculty in this district. The present Director of Career Education has promised a steak dinner to the teacher (and the teacher's spouse) who submits the most outstanding unit as judged by a team composed of advisory council representatives, principals, and career awareness members.

Additional copies may be made of any of the materials in this guide. If printing is a problem check with the Director of Career Education for assistance.

Objective: The student will become more aware of self   Suggested Grade Level: Kindergarten

Activities	Integration into the Curriculum	Resource Materials
1. Make "Me" books illustrating the student's: a. Home b. Family c. Pet d. Special friend e. Relatives (aunt, uncle, etc.) f. Mother's work g. Father's work h. Favorite toy i. Favorite game j. Favorite book k. Favorite food l. Favorite color (h.–l.) Could be grouped on page, "My Favorite Things"	1. Social Studies - General Objectives III	

Evaluation:

[illegible] The students will become more aware that they are members of the community.

[illegible] Kindergarten

[illegible]	Integration Into the Curriculum	Resource Materials
1. Discuss helpers in the community and our role in the community.	1. Social Studies - General Objectives III This awareness can be an addition to awareness of self as a part of the family	1. Area IX film 04429 Our Community Services
2. Make a display of "Our Community". Draw in the streets. Have students make their houses and put them where they should be. Children can make trees, bushes, etc. If the community is too big, your map might include just your neighborhood.	2. Art	
3. View film.		

[illegible]

Instructional Objectives: The student will become more aware of the world.

Suggested Grade Level: Kindergarten

Activity	Integration into the Curriculum	Resource Materials
1. Discuss different countries on the globe and show where the child lives.	1. Social Studies - General Objective I Pupils and schools in other parts of the world	1. Globe
2. Discuss ways we are alike and different from children of other countries. (Use pictures of children from other countries).	2. Art	
3. If a person from another country is available, have him/her visit and talk about their country. This person might share slides, pictures, costumes, hand tools.		
4. Draw a picture of a person from another country.		

Evaluation:

Instructional Objectives: The student will become more aware of the child's physical self.

Suggested Grade Level: Kindergarten

Activity

Body Structure
1. Weigh and measure each child
2. Have students make finger prints and compare them, using a magnifying glass.
3. Make life-size pictures of students. The students work in pairs and trace each other.
4. Make shadow pictures of students' heads.

Feelings (happiness, sadness, fear, anger)
1. Have students make faces representing the four feelings (above) in a mirror and then draw them.
2. Cut out pictures from magazines that show feelings.
3. Discuss: I am sad when_________
   I am afraid of _________
   I am angry when _________
4. Have students role-play feelings.

Five Senses
1. Have students describe one thing they saw on the way to school.
2. Draw a picture of something they heard on the way to school.
3. Have students close their eyes and identify objects by their feel.
4. Have students close their eyes. Pass around several items for the students to smell. Have them tell what they are smelling.
5. Have students close their eyes and taste foods. They should identify the food by its taste.

Integration into the Curriculum
1. Social Studies - General Objective I Unit on Pupils
2. Science

Resource Materials
1. Box with lid -
   a. Cut a hole in one end.
   b. Attach a knit stocking over the hole.
   c. Place assorted objects in the box.
   d. Have child identify objects in the box by inserting hand and arm in the box inside of stocking.

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Evaluation:

Instructional Objectives: The student will become more aware of his family and the roles of family members

Suggested Grade Level Kindergarten

Activities	Integration into the Curriculum	Resource Materials
1. Have students describe family members to classmates. 2. Have students bring snapshots of family to display on "Our Family Album" bulletin board. 3. Discuss the physical needs of family (home, food, clothes, love, hunger, rest, etc.) 4. Role-play each member of the family a. Pretend you are your father who has just seen you playing in the street. b. Pretend you are your mother who has just seen you playing in the street. 5. Discuss positive family behaviors (sharing, cooperating, respect for others' rights and helping) 6. Make a mural of jobs done in the home by father, mother and children. 7. Have students find pictures of family and family members working and playing and sort them into two groups (Work and Play). 8. Have students describe the occupations of their parents. They might bring tools their parents use. You might even want available parents to come to visit, and explain their career.	1. Social Studies - General Objective III 2. Language - Talking before a group 3. Art	1. For the role-playing, have hat or another item of clothing associated with both parents' occupations. (An apron would be appropriate if the mother is a housewife) 2. Arrange for parents to come to school and describe or demonstrate their job. A carpenter might assist the class with construction of a small project or projects. A hair stylist might demonstrate a hair styling technique.

Evaluation:

The student will become aware of a variety of careers which are closely related to the child.

Suggested Grade Level: Kindergarten

Activities	Integration into the Curriculum	Resource Materials
1. Discuss several different workers and their jobs by displaying pictures. 2. Make a list of the parents' jobs. 3. Make a display (bulletin board) of pictures of people in the same occupations as the parents and pictures of tools related to parents' work. 4. Available parents might be invited to come and discuss their occupations. 5. Have children role-play various occupations. 6. Prepare a worksheet on which students match workers with their tools. 7. Make a list of occupations and tools which can be related to the alphabet. Use any available pictures. (Aa-astronaut, Bb-baker)	1. Social Studies - General Objective I	

Evaluation:

Instructional Objective: The students will develop a better understanding of their school and its administration.

Suggested Grade Level Kindergarten

Activity	Integration into the Curriculum	Resource Materials
1. Tour the school, noting the facilities, other classes in session and other personnel at work. 2. Ask school personnel to visit and discuss what they do. (principal, secretary, librarian, LD teacher, cooks, custodian) 3. Make a little notebook, "Our School". Have the students design their own cover. Include pictures to color or draw of the school personnel. 4. Make a bulletin board "floor plan" of the building. Have students color pictures of school personnel and put them in the proper rooms. 5. Playing a guessing game. Students act out or give duties of the worker and other children guess which person is being acted out. 6. Read books to children.	1. Social Studies - Units on principal, teachers, special teachers, secretary, aides, custodians, cooks 2. Art	1. Principal, teachers, special teachers, aides, secretary, custodian, cooks 2. Art supplies 3. Area IX books 13752 Hoffman, About School Helpers 13924 Greene, I Want to Be a Teacher 16837 Barr, Good Morning, Teacher 19652 Cohen, New Teacher 4. Students could take pictures with an inexpensive camera.

Evaluation:

The students will gain a better understanding of the work of the school nurse.

Suggested Grade Level: Kindergarten

Activity	Integration into the Curriculum	Resource Materials
1. Invite the school nurse to come and speak with the children. She might discuss what is available at the school for health services. She could discuss good food habits, proper care of the teeth and ways of keeping healthy. She could also explain equipment and tools she uses. (ie. thermometer, scales, health chart) If the nurse has children, she could tell their names, ages, and how she helps them at home when ill.	1. Social Studies - Unit on Nurse	1. School nurse
2. Color a picture of a nurse.	2. Art	2. Paper
3. Make nurse's hats.	3. Language Arts - dramatization	3. Mimeographed pictures of nurses.
4. Make a health chart comparing height and weight throughout the year.		4. Area IX books: 12286 Greene, I Want to Be a Nurse
5. Role-play nurse.		
6. Read stories of nurses.		

Evaluation:

Instructional Objectives: The students will develop an awareness of the work of bus drivers

Suggested Grade Level: Kindergarten

Activity	Integration into the Curriculum	Resource Materials
1. Invite the school bus driver to visit.	1. Social Studies Unit on Bus Drivers	1. School Bus driver
2. Discuss proper conduct for riders on a bus. Role play examples of good and bad behavior on busses.	2. Language Arts	2. Area IX film 04327 Bus Drivers' Helpers
3. Make safety posters about bus riding, after discussion.	3. Safety	3. Invite the police liaison officer to demonstrate stop light models to the class. Mark out "streets" and practice "obeying" the stop lights.
4. Discuss safety rules and traffic signals.	4. Art	
5. Color pictures of bus drivers.		
6. Make traffic lights out of construction paper.		
7. Learn this poem: Stop, Look, Listen, before you cross the street. Use your eyes, use your ears, and then use your feet.		

Evaluation:

Instructional Objectives: The student will gain an awareness of his abilities and his own successes.

Suggested Grade Level Kindergarten

Activity	Integration into the Curriculum	Resource Materials
1. Keep a "Success Record" on each child. A copy of the "Success Record" follows.		1. Contact the Career Education Director at the Administration Office (ph.263-7223) if assistance is desired in obtaining classroom quantities of the "Success Record" form.

Evaluation:

____
Child's Name

Success Record
K - 3

Self Awareness	Sept	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June
1. I know my name, age, birthday, house number, parents' names, and phone number.										
2. I can tell the work jobs I like to do and why.										
3. I try to sing, use materials, and be happy.										
4. I try to finish my work jobs.										
5. I try to do my best work and take care of all by materials while at work and at play.										
6. I share what I have learned with other people.										
7. I try to work and play with others.										
8. I will try to think and discover for myself.										
9. I share my thoughts and listen to others.										

[illegible]: ______________________

____

Suggested Grade Level ____________

Activity	Integration into the Curriculum	Resource Materials

Evaluation:

Instructional Objectives: The student will become aware of the family and the occupations involved.

Suggested Grade Level 1

Activities	Integration into the Curriculum	Resource Materials
1. Read and discuss books about family activities. 2. Show a film: 3. Show or display pictures A Family at Work & Play - SVE Neighborhood Friends & Helpers - SVE People Who Come to My House - Childs' World People In the Neighborhood - Childs' World 4. Bulletin board display showing various types of families and family needs. 5. Discuss the term "family". Size, age, surname, relationships, jobs, careers, needs, etc. 6. Discuss why families move. 7. Discuss various types of homes. 8. Discuss - "My Father at Work" "My Mother at Work" or my brother, sister, grandfather, grandmother, uncle, or aunt at work.		1. Area IX books: 13629 Greene, I Want to Be A Homemaker 640 11224 Lenski, Papa Pequand Papa small 468 13420 Lenski, Let's Play House Easy 15779 Finfer, Grandmother Dear Easy 16826 Finfer, Grandfather Dear Easy 2. Area IX Films: 04144 Families & History - Why is My Name Anders 04045 Families & Jobs- Risa Earns Her Dime 04046 Families & Learning - Everyone's a Teacher 04047 Families & Recreation Fun is For Everyone 04048 Families & Rules - How Everything Works 04049 Families & Shelters House for Hernande 04050 Families & Transportation - What's a Pocket For

Evaluation:

[illegible]: ______________________________ Suggested Grade Level 1

Activity

9. Discuss and compare families - foreign, colonial, animal.

10. Field trips to visit parents or relatives at work

11. Encourage parents or relatives to come and visit our classroom and talk about their work.

12. Thank-you letters (Evaluation tool - What did the children learn?)

13. Discuss or have reports on what children would like to be when they grow up.

14. Make a booklet about the family and the work of each member.

15. Discuss key wage earners in the family.

16. Write a story - suggested topics:
"What My Daddy Likes to Do"
"What I Want to Be When I Grow Up"
"What My Mother Likes to Do"

17. Discuss and display tools or equipment used by parents if feasible - perhaps pictures if necessary.

18. Write on topic - "The Things I do Best"

19. Tabulate and count parents' jobs - How many work in an office, factory, etc.

Integration into the Curriculum

1. Math - Addition

2. Language Skills -
Oral expression
Creative writing

3. Social Studies -
Many people doing many different kinds of work and helping each other

4. Art - Booklet cover,
Lettering

Resource Materials

Area IX Films (continued)

04051 Families & Weather -
What's the Weather
04060 Living & Growing

3. Teaching pictures

4. Magazine pictures

5. Field trips

6. Resource people

Evaluation:

The student will become aware of the Veterinarian's job.

Suggested Grade Level 1

Activity

1. Read and discuss books.
2. Show a film.
3. Have a veterinarian come to visit the classroom and talk about his job - perhaps show slides about his work - Ask him questions.
4. Let each child listen to his heart beat.
5. Observe the various colors and sizes of pills. Observe equipment used to give shots.
6. The doctor could bring guinea pigs or white mice.
7. A parent could bring a pet for the class to observe (30 minute time limit is suggested).
8. Write thank-you letters to the veterinarian.
9. Allow the children to bring a pet to school for a visit.
10. Purchase a pet for the classroom - assign duties for its care.
11. Make animals from clay and display in cages.

Integration into the Curriculum

1. Animal units in science and health
2. Language Arts - Preparing questions, letter writing
3. Art - Modeling with clay
4. Social Studies - Interaction of people and animals

Resource Materials

1. Books from Area IX, School Library, P.M. Musser

   Area IX books:
   13626 Greene, I Want to Be An Animal Doctor 636.08
   18542 Iritani, I Know An Animal Doctor 636.08
2. Area IX Films:
   03752 Care of Pets
   03198 Peppy, the Puppy
   03601 Three Little Kittens
3. Veterinarian as a resource person
4. Stethoscope
5. Veterinarian supplies
6. Clay and paint

Evaluation:

Instructional Objective: The student will become aware of the various school workers.

Suggested Grade Level 1

Activity

1. Read and discuss books about school workers.
2. Have various school helpers come and talk to the class.
3. Discuss school rules.
4. School safety patrol captain speaks to the children.
5. Show a filmstrip.
6. Display study prints and discuss helpers
7. Show a film.
8. Role play various jobs of the school personnel.
9. Write thank-you letters to helpers who visit the room and tell about their work.
10. Visit the school cafeteria.
11. Discuss the duties of older students who work in the cafeteria.

Integration into the Curriculum

1. Social Studies - Learn how people depend on each other
2. Language Arts - Letter writing, oral discussion

Resourse Materials

3SVE filmstrips:
School Friends and Helpers
School Helpers
The Teacher
The Custodian
The Safety Patrol
The Principal
The School Nurse
The Cafeteria Worker

4. Area IX films:
04327 Bus Drivers' Helpers
03446 Safety Rules for School
04061 Schools & Safety - David Won't Be Here
03015 School for Ted
04057 Schools & Learning - Learning is My Job
03445 Safety-Walk to School

Resource Materials

1. Area IX Books:
17867 Baker, I Want to Be a Secretary 651.37
16838 Barr, Busy Office, Busy People 331.7
13752 Hoffman, About School Helpers 331.7
13924 Greene, I Want to Be a Teacher 371.3
12520 Elkin, True book of Schools 370
12286 Greene, I Want to Be A Nurse 610.73
13624 Greene, I Want to Be a Bus Driver 629.28
15777 Hastings, Pearl Goes to School
19555 Gray, I know a Bus Driver 629.28
10038 Beim, Smallest Boy in the Class
16837 Barr, Good Morning, Teacher 372
2. School employees including student workers.

Evaluation:

The student will become aware of the fireman and his work.

Suggested Grade Level 1

1. Read and discuss books
2. Show a film.
3. Visit the fire station and talk with the firemen.
4. Display of toy fire equipment (children might be asked to bring their own from home)
5. Discuss how to call the fire station and report a fire.
6. Make safety poster.
7. Prepare a bulletin board of firemen and fire equipment from magazines.

Call Erv Jennings for information on Smokey the Bear (264-1012)

Resource Materials

1. Childcraft -
   Book 15 - p. 71
   Book 10 - p. 12, 13, 38, 56, 60, 140, 171, 300-305
   Book 6 - p. 80, 211
   Book 7 - p. 98,99
   Book 9 - p. 269
2. Area IX books:
   13748 Hefflefinger, About Firemen 352
   13814 Buchheimer, Let's Go To a Fire House 614.84
   16783 Barr, Fire Snorkel Number 7 Easy
   10264 Gramathy, Hercules-The Story of Fire Engines
   10368 Lenski, Little Fire Engine Easy
   11863 Cameron, Big Book of Real Fire Engines
   13388 Haywood, Eddie and the Fire Engine F
   18000 Fisher, Pumpers, Boilers, Hooks & Ladders
   12529 Miner, True Book of Policemen & Firemen 352
   13591 Greene, I Want to Be a Fireman 352

Resource Materials

16818 Lattin, Sparky's Fireman 352

3. Area IX Films:
   03018 Fireman, The
   03060 I'm no Fool With Fire
4. Free Materials
   Children's Five Safety Lessons
   Coloring Book (Classroom Quantities)

Kemper Insurance
Advertising Dept.
4750 N. Sheridan Road
Chicago, Ill. 60640

Only 1 copy each:
Sparky Comic Book
Sparky Fire Books #1 & #2
Sparky's Fireman Song & Game Sheet
Sparky's Handbook
Sparky's Coloring Book

National Fire Protection Assoc.
Public Relations Dept.
60 Batterymarch St.
~~Boston, Mass. 02110~~

Evaluation:

[illegible]: The student will become aware of an airplane pilot's occupation.

Suggested Grade Level 1

Activities

1. Read and discuss books.
2. Have a pilot come to class and discuss his work. (The Director of Career Education will assist in helping locate a pilot. Call 263-7223).
3. Visit a small airport.
4. Have a display of toy or model airplanes.
5. Prepare bulletin boards of airplane pictures provided by students.

Integration into the Curriculum

Resource Materials

1. Childcraft:
   Book 6 - p. 12, 13
   Book 10 - p. 78,83,88-89
   233,254,256
   Book 11 - p. 44-45

2. Area IX Books:
   10266 Gramathy, Loopy E
   12300 Greene, I Want to Be a Pilot 629.13
   12550 Lewellen, True Book of Airport and Airplanes
   13721 Chase, About the Pilot of Airplane 629.13
   13810 Sootin, Let's Go to an Airport 387.7
   13937 Stuart, Airplanes At an Airport 629.13
   15122 Wheeling, When You Fly 811

3. Free Materials: up to 40 copies
   Mike & Nancy Learn About Jets
   United Air Lines School & College Service

write to:
O'Hare International Airport
P.O. Box 66141
Chicago, Ill. 60666

Evaluation:

[illegible]: The student will become aware of the farmer and his work.

Suggested Grade Level 1

Activity

1. Read and discuss books about farming.
2. Show a film.
3. Field trip to farm - interview farmer
4. Bulletin Board - farmer and tools and machinery
5. Discuss farm animals and crops
   What does a farmer do to take care of them?

Integration into the Curriculum

1. Social Studies - City and farm people depend on each other.
2. Music - Farm songs, animal songs
3. Language Arts - Creative writing letter writing
4. Art - Booklets

Resource Materials

1. Area IX books:
   13134 DeAngeli, Yonie Wondernase F
   10311 Hunt, Ladycake Farm F
   10315 Ipcar, One Horse Farm E
   10366 Lenski, Little Farm F
   10584 Tresselt, Wake Up Farm E
   12642 DeJong, Big Goose & Little White Duck
   13322 Cleary, Emily's Runaway Imagination
   13404 Koehn, When the Cow Got out E
   13930 Winter, Hoppla Farmerman E
   13625 Greene, I Want to Be A Farmer 630
   16640 Rojankovsky, Animals on the Farm E
   16833 Campbell, Let's Find Out About Farms 631
   17251 Hogan, Eighteen Cousins E
   17748 Dodd, All Kinds of Cows E
   18145 Hawkinson, Picture Book Farm E
   19575 Howard, Farms 631

15790 Duvoisin, Petunia, I Love You E
13742 Isreal, Tractor on the Farm 631.3
12542 Podendorf, True Book of Animal Babies 591

19818 Wood, Summer Day on The Farm 631
12559 Lewellen, True Book of Farm Animals 636
19160 Andrews Farm Animals E
19543 Smith, Farm Number, A Counting Book E
11665 Floethe, Farmer & His Cows 637
13627 Greene, I Want to Be a Dairy Farmer 637
13743 Johnson, About Truck Farming 635
10121 Darby, What Is a Chicken E
15171 Meeks, The Curious Cow E
10075 Brown, Country Noisy Book E
16136 Flora, Grandpa's Farm
13241 Gulaire, Don't Count Your Chicks E
10584 Tresselt, Wake Up Farm E
10163 Duvoisin, Petunia & the Song E

Evaluation:

Instructional Objectives:

Suggested Grade Level 1

Activity

6. Plant a garden
   a. Beans
   b. Corn - dig up sprout and observe
   c. Radish
   d. Lettuce
   e. Tomato - send home in milk cartons for transplanting
   f. Potato -sweet potato to observe vine
      observe "eyes" on Irish potato
7. Display toy farm machinery and animals.
8. Make a booklet about the farm and the farmer.
9. Show a filmstrip.
10. Discussion of interdependence - City people depend on farmer and the farmer depends on factories and other city jobs.
11. Creative writing - Write stories about the farmer Write on the topic "I would (or would not) like to live on a farm." Tell why or why not.
12. Discuss and compare various types of farms.
13. Discuss and compare various types of animal breeds:
    1. Dairy Cow - Holstein, Jersey, Guernsey, Ayrshire, Milking Shorthorn, Brown Swiss

Integration into the Curriculum

Resource Materials

2. Childcraft
   Book 4 - p. 240, 252, 271
   Book 6 - p. 178, 199, 86-91
   Book 10- p. 210,214
3. SVE Study Print - Set on th the Farm
4. Magazine pictures
5. Area IX films:
   03191 Children in Summer
   03437 Dairy-Farm to Door
   03493 Farm Animals
   04234 Farm Family in Autumn
   04236 Farm Family in Spring
   04235 Farm Family in Winter
   03202 Frisky , the Calf
   03999 Pigs
6. Kent Feeds Pamphlets on various breeds and their care

Evaluation:

[illegible] Suggested Grade Level 1

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Activity	Integration into the Curriculum	Resource Materials
2. Swine - Hampshire, Berkshire, Yorkshire, Duroc , Etc. 3. Sheep - Oxford, Shropshire, Lincoln, etc. 4. Beef cattle - Hereford, Angus, Charlais, etc.		
14. Write thank you letters.		
15. Make up riddles about farm activities.		
16. Learn Mother Goose Rhymes - farm animals.		
17. Make a map of a farm.		
18. Collect samples of grain.		
19. Make chart showing items from a farm which city people need.		
20. Collect pictures of things we get from farm animals.		
21. Develop understanding that each member of a farm family has responsibilities of working on the farm.		
22. Learn songs about the farm.		
23. If available, bring in a small lamb, pig, calf, goat, chicken, or turkey. A one-hour stay is long enough. Confinement in a cage or box is essential.		

Evaluation:

Instructional Objectives: ______________________ Suggested Grade Level ____________

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Activity	Integration into the Curriculum	Resource Materials

Evaluation:

The student will become aware of the postal service and its workers.

Suggested Grade Level 2

Activities

1. Field trip to the Post Office.
2. Use books from Area IX for research
3. Show a filmstrip.
4. Show a film.
5. Make a post office in the room from a large refrigerator box. Each has his own "shoe box" mailbox. Letters can be written to room friends, envelopes made, addressed, stamped, and concelled. Follow up: write and mail real letters.
6. Discuss postal regulations: ie., correct envelope size, postal rates, postal classes.

Integration Into the Curriculum

1. Language Arts - writing letters

Resource Materials

4. Filmstrips:
   90 Billion Raindrops - Filmstrip & Record from the Post Office
   (At Franklin & Grant)

   EyeGate - FS 383.1 Mail Goes Through
   (At Franklin)

5. Films:
   03013 The Mailman
   04429 Our Community Services
   04020 Lady of the Light
   04586 How the First Letter was Written

Resource Materials

1. School Libraries -
   383 Barr, Mr. Zip and the U.S. Mail
   383 Buchheimer, Let's Go To the Post Office
   383 Colonues, At the Post Office
   383 Greene, Postman
   383 Hastings, About Postmen
   383 Heuroid, I Know a Postman
   383 Miner, True Book of Our Post Office & It's Helpers

2. Area IX books:
   11083 Miner, True Book of Our Post Office
   11085 Schloat, Adventures of a Letter
   12277 Greene, I Want to Be a Postman
   13593 Hastings, Postmen
   13798 Buchheimer, Let's Go To a Post Office
   16776 Barr, Mr. Zip and the U.S. Mail

3. Pictures SVE - SP121
   Postal Helpers

Evaluation:

[illegible] The student will become aware of the necessity for good roads and workers who build and maintain our roads.

Suggested Grade Level 2

Activities	Integration into the Curriculum	Resource Materials
1. Students bring roadbuilding toys and prepare a display.	1. Social Studies - Learn to appreciate how we depend on others	1. Childcraft - Volumes 6, 7, 10, 14
2. Use Area IX books for research.	2. Language Arts - Thank you letters to speaker on field trip	2. School Libraries - E - Bein, County Garage 624 Bate, Who Built the Bridge 624 Chester, Let's Go Build a Suspension Bridge 625.7 Greene, Roadbuilder
3. Chart workers and their equipment.		3. Muscatine County Garage Isett Ave. Ph. 263-5212
4. List need for safety features: stop signs, speed signs, rumble strips.		4. Area IX books: 12284 Greene, I Want to Be a Roadbuilder 13719 Carlisle, About Roads 18180 McWilliams, Let's Go To Build a Highway
5. Visit the County Garage and have a County Maintenance Worker tell about his job.		
6. Ask a road engineer to visit the class and tell how roads are maintained.		

Evaluation:

The student will become aware of the many workers necessary to keep our cities and towns healthful.

Suggested Grade Level 2

Activities	Integration into the Curriculum	Resource Materials
1. Discuss sanitation - Terms: Garbage Disposal Public Health Sewage Water (City Water Systems)	1. Social Studies - Learn to appreciate how we depend on others	1. Encyclopedia
2. Discuss and observe what is done with trash at school.	2. Language Arts - Thank you letters to speaker on field trip	2. Area IX books: 13819 Cochrane, Let's Go To a Sanitation Department
3. Discuss how garbage is collected and disposed of.		3. School Libraries: 331.7 Rowe, City Workers 614 Chapin, Clean Streets, Clean Water, Clean Air 628.4 Cochrane, Let's Go To a Sanitation Department 628 Klagsbrun, Read About the Sanitation Man
4. Discuss differences between trash, litter, garbage.		4. Muscatine City Sanitation 1459 Washington St. ph. 263-8933
5. Field trip		5. Landfill - RR #3 Ph. 263-8730
6. Speaker		6. Waste Treatment Plant 1202 Musser ph. 263-2752
7. Show a filmstrip and show pictures.	8. Pictures Singer SVE - Picture Story Study Prints - SP128 School Library SVE - SP128 Keeping the City Clean and Beautiful	7. Filmstrip Eyegate - FS614.7 Sanitatio and Sanitation Workers

Evaluation:

Instructional Objective: The student will become aware of the many recreational workers and leisure time hobbies.

Suggested Grade Level 2

Activity

1. Write a paper about your favorite hobby.
2. Have students interview someone about his or her hobby and report orally about that hobby.
3. Have a classroom hobby show.
4. Make a class hobby booklet.
5. List summer and winter recreational occupations.
6. Construct a bulletin board concerning summer activities; safety and fun.
7. Interview recreational personnel when he or she comes to speak to the class.
8. Locate the state and city parks on a map of Iowa.
9. Locate city parks using the city map or telephone book.
10. Make a list of the ways people have used rivers for recreation. Wnat kind of recreation could you enjoy on: Mississippi River, Lake McBride, Lake Odessa, Loud Thunder Lake.
11. Discuss ways parks are funded.

Integration into the Curriculum

1. Language Arts - Creative writing, interviewing, reporting (orally and written)
2. Social Studies - Map skills

Resource Materials

1. Resource person:
    YWCA
    YMCA
    Park superintendents
    Member of park board
2. State, county, and city maps
3. Iowa map
4. Field trip:
    Parks
    Hobby shop
    Rock shop

Evaluation:

[illegible]: The student will become aware of the role of the secretary

Suggested Grade Level 2

Activity	Integration into the Curriculum	Resource Materials
1. Visit the school office and talk to the secretary about her work and the office machines: typewriter, ditto, adding machine.	1. Math - Addition, Subtraction	1. Field trip to school library, school secretary, or resource person.
2. Have a bulletin board of different office machines.	2. Social Studies - Dependence on other people	2. Catalogues of Office Supplies for Bulletin Board
3. Have a student in business from the High School or Community College come over to take a letter in shorthand and then compare it with the typewriter copy.	3. Language Arts - Question formation, letter writing	
4. Talk about different types of secretaries.		
5. Correct a letter.		
6. Let students experiment with an adding machine or typewriter if these machines are available for student useage.		

Evaluation:

[illegible]: The student will become aware of our supply of clear, clean water.

Suggested Grade Level 2

Activity	Integration into the Curriculum	Resource Materials
1. Discuss how many people in rural areas have their own well.	1. Social Studies - Dependence on others for our needs.	1. Water Plant
2. Have a man who installs farm water systems come to talk.	2. Language Arts - oral communication	2. Resource People: Pump installer Plumber Plant manager
3. Visit the water plant in Muscatine, have someone explain what is going on.	3. Math - computation of water bills	3. Water bill receipt
4. Talk about men involved in getting city water and show a water bill: Worker at the water plant Meter men City clerk who collects money Plumber who hooks new homes up to the water main		
5. Discuss how the supply of clean water is threatened by wastes coming from households, industries, farms.		
6. Experiment with salt water. Boil salt water and collect the steam. Let the steam condense back into water which will not be salty.		

Evaluation:

Instructional Objectives: The student will become aware of the work of the librarian.

Suggested Grade Level 2

Activity	Integration into the Curriculum	Resource Materials
1. Visit the school library. Observe purposes of the library: a. preserve important records b. references c. news d. history e. ideas	1. Language Arts - Alphabetizing, creative writing, book reports	1. Area IX books: 10201 Felt, Rosa-Too Little 10513 Sauer, Mike's House 10358 Greene, I Want to Be a Librarian 020 13782 Bonsall, Tell Me Some More E 13828 Buchheimer, Let's Go To the Library 14325 Colonius, At the Library 16775 Barr, Miss Terry at the Library 020 19398 Freeman, Quiet, There's a Canary in the Library F 19541 Shay, What Happens at the Library 027
2. Share together the books in the library		
3. Make book markers to stimulate discussion on care of books.		
4. Oral book reports. (An informal approach where students discuss what they have read is suggested)		
5. Make their own book: a. cover b. title page c. table of contents d. a story e. index for alphabetizing		
6. Set up and operate a room library. Have one of the students be librarian.		

Evaluation:

[illegible] The student will become aware of the many uses of radio and the people involved with producing and using radios.   Suggested Grade Level: 2

Activity	Integration into the Curriculum	Resource Materials
1. Share books on radios.	1. Social Studies - Learning of the importance of radio in our lives.	1. Area IX Books: 11599 Gould, All About Radios and TV 621.38
2. Tour a radio station.	2. Language Arts - Creative writing, oral speaking	2. Childcraft - Volumes 10 & 7
3. Bring in a resource person.		3. Resource people: Ham operator Patrol car policeman Radio announcer Station manager Newsman Disc Jockey Owner of walkie talkie
4. Talk about types of radio programs and listen to some of them. Chart the information and use radio schedules.		
5. Write radio commercials.		
6. Simulate a radio program in the classroom.		

Evaluation:

[illegible]: The student will become aware of the production of food from farm to store.

Suggested Grade Level 2

Activities

1. Discuss ways in which foods are bought.
2. Visit the local supermarket with very specific questions for the manager.
3. Make a collection of labels from cans and packages of food.
4. Make a picture story of milk or other food products from farm to houses in the city or the supermarket. Visit a dairy. Invite the school milk man to spend a few minutes talking to the class.
5. Make a series of pictures showing the way one food travels from farm to processing plant, to the retail grocer, to the home, to the family table. These can be pasted on a long strip of paper and shown on an opaque projector.

Integration into the Curriculum

1. Social Studies -
   Understand that many people interact in the food production process
2. Math -
   Discuss why food costs involve more than the farmer's selling price of food items. Identify services which "add" to the cost of food. Compare the farmer's selling price and the consumer's purchase price and discuss the "difference"

Resource Materials

1. Childcraft -
   Volumes 6, 7, 10, 14,8,11
2. Area IX Books -
   12289 Greene, About Apples from Orchard to Market 634
   12857 Let's Eat E
   19318 Baker, I Want To Be a Waitress 642
   13709 Shannon, About Food and Where It Comes From 641.3
   17281 Naden, Grasslands Around the World 551.40
   17287 Beck, Vegetables 581
   17602 Pedendorf, Food Is For Eating 641.3
   17821 Showers, What Happens to a Hamburger 612
   17976 Curry, Apple is Red E
   18138 Wilkinson, Come To With Us, a Dairy 637
   18266 Tannenbaum, Feeding the City 338.1
   18284 Selsam, Carrots & Other Root Vegetables 581
   18534 Linberg, Story of Com 633

Resource Materials

3. Texts:

Stories About Sally	Ginn
Your Neighborhood and the World	Ginn
Observing People and Places	American Book Co.
Communities and Their Needs	Silver Burdette
Inquiring About Communities	Holt Databank System

Evaluation:

Instructional Objectives:

Suggested Grade Level 2

Activity	Integration into the Curriculum	Resource Materials
6. Show a filmstrip. 7. Don't forget to check your school library and public library for more books and audio-visuals.		4. Students in High School Food Service Program could be invited to explain how food is prepared and distributed in institutions 5. Filmstrips: Eyegate - Our Neighborhood Workers The Baker The Dairyman The Butcher The Fruit and Vegetable Store Singer SVE - Food, Clothing, Shelter How We Get Our Food Story of Milk Story of Bread Story of Fruits and Vegetables Story of Meat (At Franklin School Library)

Evaluation:

Instructional Objectives: The student will become more aware of the beautician in our world of work.

Suggested Grade Level 2

Activities	Integration Into the Curriculum	Resource Materials
1. Interview a beautician. Check on the possibility of having a child's hair fixed in the classroom.	1. Social Studies - Unit on "Workers Who Provide Some of Our Basic Needs"	1. Resource person - Beautician Barbie Beauty Care Center
2. Bring in a "Barbie Beauty Care Center" to demonstrate how a beautician learns the proper application of make-up and hair grooming.	2. Health Unit - Good Grooming	2. Magazines
3. Construct a Good Grooming" chart to be checked on weekly. My hair has been washed I have clean fingernails I brush my teeth I eat nutritious meals	3. Science - Unit on molecules	3. Microscope
4. Have the children bring pictures from home to show how hair sytles have changed through the years.	4. Language Arts - Reference skills	4. Beautician's tools
5. Bring in microscopes to examine hair follicle.	5. Art - Size and special concepts	5. Telephone book
6. Wash, set, and dry a child's hair during class.		6. Dictionary
7. Bring in hair styling magazines and/or pictures of beauty care products advertised in other magazines.		7. I Want To Be a Beauty Operator - Baker

Evaluation:

Instructional Objectives: ______________________

Suggested Grade Level 2

Activity	Integration into the Curriculum	Resource Materials
8. Using telephone books from Muscatine and the areas, look up the beauty schools and salons available to the public. 9. Construct a crossword puzzle using the terms applicable to the beautician's profession. 10. Have the children bring in examples of the beauty care products used in their homes. 11. Make a chart listing and illustrating the beautician's tools. 12. Field trip to a beauty school.		

Evaluation:

[illegible]: The student will learn about the different types of doctors and related workers.

Suggested Grade Level: 2

Activity	Integration into the Curriculum	Resource Materials
1. List the different types of doctors. What does each do?	1. Health	1. Doctors' instruments
2. Why is the doctor often called our friend?	2. Science	2. Play Dr. Kits
3. List various steps in a health examination and the importance of each.	3. Language Arts - Correct sentence structure, proper letter form, written expression, question formation	3. Doctor
4. Also list the special tools used and record on a chart for further reference.	4. Social Studies	4. Puppets
5. a. Checking eyes - eyes chart, opthalmoscope b. Weighing and measuring - scale with height measure c. Taking temperature - thermometer d. Checking ears - otoscope e. Listening to the heart and lungs - stethoscope f. Giving shots - inoculating needle.	5. Music	5. Field trip to Drs. Clinic
5. Draw pictures of doctor tools.	6. Art	6. Microscope, slide of a drop of blood.
6. Encourage children to bring play doctor kits. Discuss the objects in the kit and the uses of each. (Good for role playing)		
7. Invite a doctor to school to visit with the children.		

Evaluation:

Instructional Objectives: ______________________

Suggested Grade Level 2

Activity

8. Write stories and poems about the doctor.

9. Dramatize how to call a doctor.

10. Visit a doctor's clinic during off hours.

11. Write thank you letters.

12. Children make diagrams of a hospital room.

13. Visit a hospital..

14. Show films and filmstrip of people who work in a hospital.

15. Make a hospital scrap book.

16. Emphasize the interdependency of all workers in a hospital and the relatedness of their work.

17. Discuss why people sometimes go to see the doctor even when they are not sick.

18. Discuss the ways in which we can help the doctor do his work more easily and effectively.

19. Discuss the importance of following the doctor's instructions.

Activity

20. Other health related occupations may be listed and discussed. This unit could be extended to include the children's ideas of good health practices that help to keep us well:

Rest	Cleanliness
Exercise	Good Eating habits
Dress for the weather	

21. Discussion of services people perform without pay in our hospitals. (Ex: Gray Ladies)

22. Role-play a lab technician getting blood from a patient, taking it to the hospital laboratory and then studying it by using a microscope for the children to study a blood slide.

Evaluation:

[illegible] The student will become aware of the role of the osteopath doctor.

Suggested Grade Level # 2

[illegible]	Integration into the Curriculum	Resource Materials
1. Interview an Osteopath	1. Language Arts - Oral expression	1. Resource person
2. Tour of the Osteopathic Hospital	2. Social Studies	2. Osteopathic Hospital
3. Discuss the "special" tools of an Osteopathic physician.	3. Health	3. Inexpensive plastic skeleton
Awareness: Imagination and description game. Pretend you are examining a patient. Pretend you are setting a dislocated knee.		

Evaluation:

Instructional Objective: The student will better understand the Chiropractor's occupation.

Suggested Grade Level 2

Activity	Integration into the Curriculum	Resource Materials
1. Interview a chiropractic student - possibly a parent.	1. Language Arts - Oral expression	1. Chiropractic student
2. Discuss the tools: X-ray, etc.	2. Social Studies	2. Machines and tools
3. Recognition of symbols representing each medical profession: D.C. - Dr. of Chiropractic D.O. - Osteopath M.D. - Medical Doctor		3. Palmer College of Chiropractic
4. Field trip to Palmer College of Chiropractic		
Awareness: Comparative discussion of differences between a chiropractor and medical doctor.		

Evaluation:

[illegible]: The student will better understand the role of the nurse in the medical field.

Suggested Grade Level 2

Activity

1. Construct a bulletin board illustrating "caps" and "pins" as identifying individual schools of nursing from the near-by area.
2. Identify where nurses are employed: hospitals, nursing homes, home services, "free clinics", factories, etc.
3. List a nurses tools and discuss their variance according to her specific assignments.
4. Have a nurse visit the classroom and discuss her duties and responsibilities as a nurse.
5. Construct and illustrate a chart on the various tools a nurse may use.
6. Discuss the life of Florence Nightingale and her contribution to the nursing profession.
7. Construct a bulletin board concerning different aspects of nursing.
8. Children research one health occupation: Make a picture of this person on T.V. and tape a narrative to show to parents.

Awareness:
1. Have the children role-play the various duties of a nurse.
2. Chart childrens' growth as recorded by a nurse in a doctor's office: height, weight, age, etc.
3. Construct "A Booklet About Me". Include the following:
   Baby picture and a picture of me now
   Childhood diseases I've had
   My hand print and footprint
   How many teeth I have
   I wear glasses
   I have visited the dentist
4. Discuss the interdependence of nurses and doctors.

Integration into the Curriculum

1. Social Studies - Unit on " Workers Who Keep Us Safe and Well"
2. Art - Unit on reality in what we see
3. Literature - Biographies

Resource Materials

1. Caps and pins from nurses displayed
2. Telephone books
3. Resource person
4. Tape recorder and TV viewer

Evaluation:

Instructional Objectives: The student will better understand the role of X-ray technician as a member of the medical team.

Suggested Grade Level 2

Activity	Integration into the Curriculum	Resource Materials
1. Interview an X-ray technician.	1. Social Studies - Unit on "Workers Who Keep Us Safe and Well"	1. Resource person
2. Look up places where X-rays can be taken in Muscatine and the Quad Cities.	2. Language Arts - Unit on reference skills	2. Telephone book
3. Bring in X-rays to show what they look like.	3. Health	3. X-ray lab
Awareness:	4. Focus on self development awareness	
1. Class discussion on experiences with X-ray technician. How did you feel as you were waiting for your X-ray? What did the technician tell you he was going to do? Did you feel differently after your visit to him?		

Evaluation:

[illegible] [illegible] The student will better understand the role of the receptionist as she relates to Our World of Work. Suggested Grade Level: 2

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Activity	Integration into the Curriculum	Resource Materials
1. Have a receptionist visit the class to discuss her occupation.	1. Social Studies - Unit On "Workers Who Provide Some of Our Basic Needs"	1. Resource person - possibly a parent
2. Have the children practice filing by having them alphabetize their names for a class booklet of workers.	2. Language Arts - Applies to reference skills	
3. Compare the duties of the receptionist to a secretary.		
Awareness: 1. Role play the various duties of the receptionist.	3. Language Arts - Critical thinking	
2. During open house or kindergarten round-up, have a child appointed as a receptionist representing their room.	4. Focus on self development awareness	
3. Character Clues: The class might discuss the importance of a pleasing personality and what you can tell from expressions and gestures.		

Evaluation:

[illegible]: ______________________________ Suggested Grade Level ____________

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Activity	Integration into the Curriculum	Resource Materials

Evaluation:

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The third grade social studies curriculum is so designed that career awareness receives considerable emphasis. Consequently the committee has added few activities. Teachers are encouraged to use the bulletin board and game activities.

Objective: The students will become more aware of lumber related occupations.

Suggested Grade Level 3

[illegible]	Integration Into the Curriculum	Resource Materials
1. Have students color the pages after discussing the caption and the action seen in the pictures. The pictures describe the occupations of: a. loggers b. yarder c. boom men d. foresters	1. Social Studies - On lumbering	1. Coloring book on logging occupations (free) Alaska Loggers Assoc. Professional Bldg. P.O. Box 425 Ketchikan, Alaska 99901
2. Visit a local lumber yard and observe: a. Types of work done there b. Types of wood products available c. Origin of some of the materials		2. World Book L: 450 L: 451
3. Ask a carpenter to visit the classroom. Invite him to let students help build a small project during the visit.		

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Evaluation:

Developmental Objectives: The student shall recognize the dignity in work.

Suggested Grade Level 3

Activity	Integration into the Curriculum	Resource Materials
1. Workers from various occupations could be invited to the class to explain why they enjoy their work. (The teacher would need to do careful planning to insure the success of this activity. See the activities section in the back of this guide for planning aids).	1. Social Studies	1. Parents or other close relatives of the students in your class.

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Evaluation:

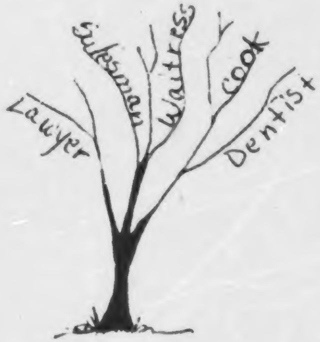
Instructional Objective: The student will become aware of his position in his family.

Suggested Grade Level 3

Activity

1. Develop a discussion around these questions:
   a. What is a family?
   b. What is the family to which you belong?
   c. How are families alike and different?
2. Make a bulletin board showing the occupations of the member of the childrens' families.

"Our Job Tree"



Integration Into the Curriculum

1. Could be used as an introduction to social studies since it deals with so many occupations.

Resource Materials

Evaluation:

[illegible] Objectives: The students will become aware of the need for good sportsmanship.

Suggested Grade Level 3

Activity	Integration into the Curriculum	Resource Materials
1. View films relating to good sportsmanship. Discuss good sportsmanship.	1. More Than Words "The Bottom of the Batting List" "Mike Strikes Out" "The Championship Game"	1. Area IX films - 04029 The Game 04545 Values - Cooperation 04046 Values - Playing Fair 03410 Let's Play Fair

Evaluation:

The students will become more aware of the occupations involved in the manufacturing of clothing.

Suggested Grade Level 3

Activity	Integration into the Curriculum	Resource Materials
1. Incorporate a discussion of the various workers involved in the manufacturing of clothing. a. designer b. pattern designer c. pattern cutter d. material cutters e. seamstress f. models g. foreman h. alterations person i. clothing salesperson	1. Social Studies - Unit on clothing	
2. Role-playing a clothing salesman selling a suit. Emphasize the climate where the suit will be worn, the kind of fabric, size, fitting and colors of clothing.		

Evaluation:

Instructional Objectives: The students will become aware of the duties of the game warden.

Suggested Grade Level 3

Activity	Integration into the Curriculum	Resource Materials
1. Invite a game warden to your class to discuss the various aspects of his job and his responsibilities.	1. More Than Words "A Family of His Own"	1. Mr. Jennings, Game Warden

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Evaluation:

Instructional Objectives: The students will become acquainted with jobs available in their own city.

Suggested Grade Level: 3

Activity	Integration Into the Curriculum	Resource Materials
1. Have students find various occupations in the yellow pages and classify them. 2. Have students draw pictures of the various workers representing the occupations and display them. 3. Have students write short descriptions to go with the pictures. 4. Students could each choose an occupation. Act it out and have the class figure out who they are and what they do. 5. Conduct a drawing relay (See the supplemental materials section of this guide, page 130).	1. Social Studies - Exploring job opportunities 2. Language Arts - Develop skills in alphabetizing, writing skills 3. Art - Drawing	1. Telephone books

Evaluation:

[illegible]: The students will become aware of a variety of related jobs.

Suggested Grade Level 3'

Activity	Integration into the Curriculum	Resource Materials
1. Television program - "Jobs in the City"	1. Social Studies Program - Modern Industries 2. Social Studies - Unit on transportation	1. TV Channel 12: Tuesday 10:00 2:25 Dec. 3 - Distribution 10 - Construction 17 - Manufacturing Jan. 7 - Services 14 - Women at Work Repeated again: Thursday 11:45 1:50 April 24 - Distribution May 1 - Construction 8 - Manufacturing 15 - Services 22 - Women at Work 2. Recommended book: Jobs in Transportation by Genevieve Gray

Evaluation:

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[illegible]: ______________________________ Suggested Grade Level ____________

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Activity	Integration into the Curriculum	Resource Materials

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Evaluation:

[illegible]: The student will become aware of the many facets of a forest ranger's job and the various areas of learning it entails.

Suggested Grade Level 4

[illegible]	Integration into the Curriculum	Resource Materials
1. Invite a forest ranger (conservation officer) to come in and discuss his career. Have him show slides to further extend the student's understanding of this career. (Tape the information for future reference) 2. Awareness - Encourage the students to prepare questions for the resource person that will help them become more aware of the "interdependence" of this individual within society. 2. Incorporate the fourth grade magazine, Ranger 'Rithmetic into the science unit and some of the math units on addition and subtraction, multiplication and division. 3. Make a diorama or a poster depicting some aspect of the fact that about 90% of our forest fires are caused by man's carelessness thoughtlessness.	1. Language Arts - Develop the students' ability to construct well written sentences 2. Math - Units on addition and subtraction and multiplication and division 3. Science - Addison Wesley unit - "Water and the Land" 4. Handwriting - Stress the importance of good manuscript writing when making posters	1. Resource person - Forest Ranger 2. Tape Recorder 3. Slide projector 4. Ranger 'Rithmetic Magazine 5. Social Studies Materials 6. Science Text 7. Language Arts Text 8. Reading Text 9. Art supplies 10. Free Materials (Smokey Bear Materials) Write to: Forest Ranger Station Forest Hill, Calif. 95631

Evaluation:

[illegible]:

Suggested Grade Level 4

Activities

4. For the Germany Unit - Write reports on forestry and make a map showing where they practice it in Germany.

5. Explore the Black Forest in Germany. Then use the information you have discovered to write a story about your fascinating job as a forest ranger in the Black Forest.

6. Read the story from the reading series The Magic Word - "To Know a Squirrel" (Unit 3). After reading this story, help the students discover the importance of a forest ranger's ability to be familiar with the different animals in the forest.

7. Make a scrapbook of different forest animals.

Integration Into the Curriculum

5. Social Studies - Unit on Germany Theme C - To identify the main resources and products of Germany

6. Language Arts - Reports Unit

7. Reading - Extend the students' reading comprehension and vocabulary understanding

Resource Materials

11. Other Materials*
    a. Suggestions for Integrating Forestry in the Modern Curriculum
    b. You and Forest Fires
    c. In Your Service - The Work of Uncle Sam's Forest Rangers

12. Posters:

How a Tree Grows
What We Get From Trees
What We Get From Forest Land

*Single copies of the above items are free to teachers. For quantity purchases of priced items, order direct from:

Supt. of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Evaluation:

Teaching Objectives: The student will become aware of the importance of a farmer's work, and discover how his job is involved in the overall food industry and affects the life of the consumer.

Suggested Grade Level 4

Activity

1. Interview FFA members in the high school about agriculture in general, or have some farmers come in and present a panel discussion on Iowa Agriculture.
2. Take a class trip to a specific grocery store and take an inventory of certain food prices (meats, dairy products, and grains.) Then compare these prices to this store's newspaper advertisements for the next two weeks.
3. Write a thank you letter to the resource people.
4. Write a creative story about what your day as a farmer was like. Include as much factual information and agricultural jargon as possible.
5. Prepare a collection or display of food items supplied by animals.
6. Collect items animals use in their diet in producing meat, milk, eggs, and wool.
7. Have the students design labels for various food products.

Integration into the Curriculum

1. Social Studies -
   a. Fourth Grade Unit- "The Farmer & Me"
   b. Australia Unit - compare and contrast farming in Iowa and Australia
   c. Japan and/or India Unit - compare the work of a grain farmer in Iowa with a farmer who raises rice or wheat in Japan or India
2. Math -
   a. "The Farmer & Me"- use for a measurement unit
   b. Unit on changing money and on addition, subtraction, division, and multiplication
3. Language Arts - Unit on correct usage for letter writing
4. Science - The Unit -"The Food You Eat" in Addison Wesley

Resource Materials

1. Resource people -
   a. FFA members
   b. Farmers
2. Social Studies materials on agriculture in Australia, Japan, and India
3. Language Arts Text
4. Science Text
5. Math Text
6. Newspaper advertisements
7. Films from Area IX:
   04432 Wool in Australia
   03950 Cattleman - A Rancher's Story
5. Art - Use of various art techniques in making labels

Evaluation:

[illegible] Objectives: The student will explore the world of a secretary and become aware of the various skills required for this profession.

Suggested Grade Level 4

Activity	Integration into the Curriculum	Resource Materials
1. Interview your school's secretary. Also, invite a secretary from a doctor's office and a secretary from a local factory to come for tapes for a discussion on the likenesses and differences of the various secretaries. Awareness: The students will explore their personality and character traits and become aware of how they relate to themselves and others. 2. Show the Guidance associates filmstrip series entitled "Your Personality: The You Others Know", and discuss. 3. Have the students write detailed descriptions of themselves (stressing their personality and character traits). They are to exclude their name and then the students will read each others descriptions and the class is to guess who that person is. 4. Assign the students various broad categories of things such as food, clothing, etc. Ask them to find and clip out of magazines as many different items that fit under their category as possible. Then have them make and attach written labels to their pictures and see how quickly they can correctly arrange the pictures alphabetically.	1. Language Arts - Chapter 2 - "All About Yourself" p. 32, 33 & 35 Chapter 3 - Nouns and Adjectives (Should be able to use nouns and adjectives correctly and successfully in order to better express yourself) Chapter 4 - Be able to use the correct form for a business letter. Chapter 8 - Be able to understand and use the various dictionary skills 2. Reading - Have an understanding of oral and written communication (Unit 1 of The Magic Word) Unit 2 of The Magic Word-Skills - Finding the meaning of words, the dictionary and dividing words into syllables.	1. Resource people: 3 secretaries 2. Tape recorder 3. Tapes 4. Guidance Associates filmstrip series 5. Magazines 6. Language Text 7. Reading Text 8. Equipment for display

Evaluation:

[illegible]: ______________________

Suggested Grade Level 4

Activities	Integration into the Curriculum	Resource Materials
5. Set up a display of a variety of equipment a secretary uses. (Typewriter, file cabinet, pencil, etc.) On note cards list some of the skills she will need to know in order to successfully use the equipment. 6. Make reports on different aspects of oral and written communication. 7. Devise a listening activity where the students will have to write down everything you read to them. (You can only read each sentence once.) This activity can demonstrate a secretary's dictation skill. 8. Write a business letter to a company and request information on various careers.		

Evaluation:

Instructional Objectives: The student will learn about the job of a bush pilot and his needed equipment and be able to compare and contrast this career to that of other types of pilots.

Suggested Grade Level 4

Activity	Integration into the Curriculum	Resource Materials
1. Have the students read the story "On the Wing in Alaska" (p. 318-321 of The Magic Word) as an introduction to the skilled and difficult job of a bush pilot. 2. Select volunteers to do role-playing as bush pilots in Alaska. Suggest that they dress in the uniform of a bush pilot and prepare murals and pictures and maps, in order to help explain their career and the great courage it requires. 3. Read books about airplanes and then construct a model of the small, slow-engine plane flown by a bush pilot. 4. Make a large poster tracing the history of the airplane from the time of the first flying machines to the jet plane of today. Include a brief description with each plane. 5. Incorporate the science unit on "Friction" into this lesson. 6. Have students write letters to airline companies asking for free information. 7. For the Japan unit, make a map of Japan and trace some of the airplane routes within Japan and between Japan and other countries.	1. Reading - To be able to comprehend and understand a story in the text and build the students' vocabulary. 2. Language Arts - a. Gain experience in role-playing a particular career b. Become familiar with language techniques that inform & persuade c. Understand the correct form for a business letter 3. Science - Understand the way a plane works 4. Social Studies - The importance of air transportation in Japan 5. Art - Use of various art techniques in making posters, murals, models, etc	1. Reading Text 2. Uniform of a bush pilot 3. Art materials 4. Books to read - Aircraft at Work, Eltin I Want to Be a Pilot, Greene True Book of Airports and Airplanes, Lewellen 5. Social Studies materials on Air Transportation in Japan 6. Science Text (Addison Wesley) 7. Language Text, Letters Unit 8. Films from Area IX: 03678 Airplanes - How They Fly 03901 First Flight of The Wright Brothers

Evaluation:

[illegible] ________________ Suggested Grade Level 4

[illegible]	Integration into the Curriculum	Resource Materials
		9. Addresses of companies which supply free materials - Boeing Aircraft Witchita, Kansas United Airlines Customer Relations P.O. Box 66100 Chicago, Ill. 60666 Ozark Airlines, Inc. General Office P.O. Box 6007 Lambert Field St. Louis, Missouri 63415 Braniff International Airline Exchange Park P.O. Box 35001 Dallas Texas Elliot Flying Service Municipal Airport Des Moines, Iowa
		10. Filmstrip - Guidance Assoc. People Who Make Things Series No. 2 - An interview with two aircraft assemblers

Evaluation:

Instructional Objectives: The student will explore some of the broadcasting careers, and will discover the importance of correct and effective oral and written communication and knowing how to gather information and to take notes.

Suggested Grade Level 4

Activity	Integration Into the Curriculum	Resource Materials
1. As an introduction to the area of careers in broadcasting, do the following activity: Ask the children to list the TV programs they watch on a particular day of the week. Using this list, categorize them into different types of programs: Movies, cartoon, panel shows, quiz shows, variety shows, etc. Then have each child describe the characteristics of a particular category to the class. Conclude the activity by working into a discussion about some of the different types of broadcasting people responsible for the programs. 2. Interview a radio announcer from the local station (KWPC) and tape the interview. Based on the taped information, ask the students to write a short paper on why he would or would not like to have a career in the field of broadcasting. 3. Read the selection from The Magic Word, "Earthquake!" p. 324-332, as an introduction to the work of a reporter. Discuss this story with an emphasis put on some of the things a reporter is expected to carry out and do his job, such as: Jules Loh had to leave home on a minute's notice and travel to Alaska. Then have students take spot radio or television reporters and describe a dramatic episode at the scene of its occurrence.	1. Language Arts - a. The student can express orally and be aware of proper posture and facial expressions b. To be able to form personal opinions based on given information and express the opinions in a written form c. Understand and be able to gather information, and take notes d. Correctly write a script for a radio program (See Chap. 11 of the Language Text) 2. Social Studies - a. A well-rounded understanding of the different countries studied during the year b. An awareness of some of the present-day news items in Japan and/or India	1. Resource person - Radio announcer from KWPC 2. Tape recorder & tapes 3. Language Text 4. Reading Text 5. Materials for a microphone 6. Newspaper clippings 7. Social Studies materials 8. Science Text 9. Guidance Associates filmstri series 10. Information on radio programs

Evaluation:

[illegible]: ____________________ Suggested Grade Level 4

Activity	Integration into the Curriculum	Resource Materials
4. Have the students collect newspaper clippings pertaining to Japan and/or India. Select a student to be a news editor for a television program and have different students who have collected the currect events play the role of reporters. The editor introduces his reporters who them come to the microphone (a small, empty can, mounted on a stick) and report their news.	3. Reading - a. Be able to comprehend and understand a story about a newsreporter b. Be able to select important details and make judgements	
5. After the class has studied one of the 5 countries for Social Studies, select a child to pretend he is a reporter visiting that particular country. Individual class members will act as residents. The reporter will try to collect information about the country by asking questions on such subjects as: food, customs, occupation, etc.	4. Science - Discover how some of a broadcaster's equipment is constructed and functions, and how the sound is transmitted through the instruments	
6. Incorporate the Addison Wesley Science Unit on "Vibrations and Sounds" into this lesson on broadcasters.		
7. Show the Guidance Associates filmstrip on a Sportscaster, from the series entitled, People Who Organize Facts, and discuss.		
8. Have the children plan and produce a radio program. Select committees to plan and be responsible for each part of the program: announcers, singers, news casters, sportscasters, etc. Tape the program so the next day the class can evaluate it from the listener's point of view.		

Evaluation:

[illegible] Objectives: The student will explore the duties and some of the professional experiences of a veterinarian, and become aware of the types of subjects he is required to study in order to obtain a degree in this field.

Suggested Grade Level 4

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Activity

1. Have students do research and make reports on the career of a veterinarian. Suggest that the students arrange this information in a scrapbook form.
2. Interview a local veterinarian and discover some of the things his job entails; the type of training and the courses he was required to take in order to become a certified veterinarian, and some unusual experiences he has encountered during his years of work.
3. Take a tour of a veterinarian's office to further understand his type of work.
4. Write a thank you note to the veterinarian.
5. Incorporate the science unit on mystery powders into this lesson. Guide the students to understand that a veterinarian has to have a good understanding of chemistry in order to obtain a job in this field.
6. Set up a role play situation where some students dress up as veterinarians and play the role of this person. Have other students act as owners of various animals. (They can bring in stuffed animals.)

Integration into the Curriculum

1. Language Arts -
   a. Be able to successfully collect information and make reports.
   b. Correct form for thank you letters
   c. Have experience in role-playing a particular career
2. Social Studies -
   a. Be aware of the unusual animals of Australia
3. Science -
   a. Understand that a veterinarian must be able to successfully perform experiments with chemicals
4. Reading -
   a. Become familiar with some of the stories and books written about animals from Australia and veterinarians and their many animals.

Resource Materials

1. Information on Veterinarians
2. Resource person - Veterinarian
3. Veterinarians' Office
4. Language Arts Text
5. Bulletin materials
6. Social Studies Materials
7. Reading Text
8. An imagination
9. Dr. Doolittle book
10. Mrs. Opal Ralston has articles from Australia

Evaluation:

Suggested Grade Level 4

Activity	Integration Into the Curriculum	Resource Materials
7. Make a bulletin board showing different animals from Australia (Kangaroo, Koala Bear, Platypus, Emu, etc.) Then ask the students to imagine they are working as a veterinarian in Australia and have them write stories about some of their unusual experiences with these Australian animal patients. 8. Ask some students to pretend they are going to be veterinarians representing Australia at an international veterinarian convention. They are asked to present "The Sing-Song Of Old Man Kangaroo" from The Magic Word for entertainment at a dinner. (Kangaroos are their most abundant patient.) 9. Suggest that the students read various Dr. Doolittle books. Present book reports on these books with the help of a diorama, pictures, puppets, etc.	b. Be able to present accurate and effective book reports 5. Art - a. Use of various art techniques for scrapbooks, diorama, pictures, bulletin boards, etc.	

Evaluation:

Instructional Objectives: The student will become aware of different types of salespeople and the type of work and personal qualities their careers entail.

Suggested Grade Level 4

Activities

1. Ask the students to bring in newspaper advertisements from the various stores in the community. Categorize these advertisements under the different types of stores. (Grocery, Clothing store, etc.) and display the advertisements on a bulletin board. Discuss these advertisements from the aspect of the various people who sell these products to the stores and sell these products to the consumers.

2. Have the students interview a salesclerk from a local dime store or department store, a door-to-door salesman (such as an Avon Lady or a Fuller Brush Man), and a Real Estate person. Tape these discussions. Play these tapes the following day, and compare and contrast the 3 types of sales people (written and orally).

Awareness:
Select and read some of the chapters in Unit I from the book Alike and Different - Career for All by Muriel Stanek and Joseph Gehrman. This unit includes such chapters (self-awareness) as:
  a. "Where Do You Like To Work?"
  b. "What Kind of Work Do You Like?"
  c. "With Whom Do You Like To Work?"
  d. "Will You Work Mainly With People or Tools?"

3. Have high school students in Distributive Education describe their program and assist in establishing a Dewey Diamond Club.

Integration into the Curriculum

1. Language Art -
   a. Be able to categorize various advertisements (call subheadings under particular headings)
   b. Report skills
   c. Use of correct writing skills
   d. Ability to successfully role play a particular career and compare different role plays.
2. Art -
   a. Use of various art techniques to create effective and accurate advertisement pages
3. Social Studies -
   a. Knowledge of the foods of Japan, India and/or Germany
4. Math -
   a. The units on how to change and work with money

Resource Materials

1. Resource people - 3 sales people of different types
2. The Dewey Diamond Club Kit (A lesson in marketing)
3. Tape recorder and tapes
4. Book - Alike and Different Careers for All
5. Magazines & newspapers
6. Information on the career of Real Estate person
7. Materials on J.C. Penny
8. Math Text
9. Language Arts Text
10. Reading Text

Evaluation:

[illegible] [illegible] The student will see the relationship between occupations in different regions.   Suggested Grade Level 4

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Activity	Integration Into the Curriculum	Resource Materials
W. of W. 1. Throughout the year have a large map of the world on display. As each region is studied, using a key created by the students, fill in various occupations found in that region. Awareness: Observe on the map, the relationship between water, land, climate, resources and man's activities.	1. On-going activity as each region of the world is studied in social studies	1. Textbook 2. Notes from class 3. Maps Note: This lesson idea was adapted from the Davenport Career Education guide.

Evaluation:

Instructional Objectives: The student will observe clothing equipment used in various occupations.

Suggested Grade Level 4

Activity

Career Breakfast

1. Invite parents to a Career Breakfast. (Beverage and sweet rolls or donuts). Each parent dresses in his work clothes and is asked to bring any equipment for display or demonstration.
2. Make invitations. (optional) (This may be a letter from the school explaining the activity)
3. Make name tags relating to parent's occupations (Ex: beautician - outline of a hair brush)
4. Collect pictures of various jobs (of parents' jobs if possible) to be used on a wall display during breakfast.
5. Demonstrate correct procedure for making introductions.

Day of Breakfast

6. Students act as host and hostess.
7. Each student is to interview at least two other parents and discuss something interesting that he learned during the interview.
8. Write thank you letters to all who participated in making the Career Breakfast a success.

Integration into the Curriculum

1. Language Arts -
   a. Proper sentence structure in composing invitations and thank you letters
   b. Correct procedure followed in making introductions
   c. Oral expression
2. Art -
   Proper design selected for occupation... eye-catching and colorful

Resource Materials

1. Parents
2. Magazines
3. Career pictures
4. Equipment used in various jobs
5. Trade magazines
6. Camera
7. Tape recorder
8. Career books

Note: This idea was adapted from the Davenport Career Education guide.

Awareness

Through interviewing parents, the youngsters can recognize that personal satisfaction may come from work, and also he may be aware of the feelings of peers and adults

Evaluation:

Instructional Objectives: ______________________________ Suggested Grade Level 4

Activity	Integration into the Curriculum	Resource Materials

Evaluation:

Instructional Objectives: ____________________

____

Suggested Grade Level 4

Activity	Integration into the Curriculum	Resource Materials

Evaluation:

Instructional Objectives: The student will become knowledgeable of the occupations available in newspaper work.

Suggested Grade Level 5

Activities

1. Read and discuss about newspaper parts in Chapter 4 of Our Language Today - 5.
2. Display various newspapers (local, state, national)
3. Guest speaker from The Muscatine Journal.

   Write down occupations available at the Muscatine Journal.
4. Filmstrips available through The Des Moines Register and Tribune, Educational Services Department, Des Moines, Iowa 50304 (10c per school day)
5. Students print their own paper using language text as a guideline. Share this newspaper with 5th grade classes in other schools.

   Divide into committees according to newspaper sections and individual interests:
   Interviews (telephone and visits)
   Writing of the items
   Cut and paste the format
   Xerox and print
6. Field trip choices: (List all occupations observed)
   Knott Printers
   Kent and GPC
   The Muscatine Journal
   The Trading Post

Integration into the Curriculum

1. Social Studies - Awareness of the importance of man communicating with one another.
2. Language Arts - Letter writing; creative writing; reporting; interviewing; proofreading
3. Math - Cost, profit and loss
4. Spelling - Importance of accurate spelling

7. Write Thank-you letters

Resource Materials

1. Manual for Our Language Today - 5 Chapter 4
2. Free Material available from the Des Moines Register and Tribune
3. Supplement to Learning - Starting Points Poster Number 5 January 1973
4. Learning - The Magazine for Creative Teaching

   Subscription Department
   1255 Portland Place
   Boulder, Colorado 80320
5. Occupations to be observed:
   Commercial artist
   Printer
   Audio-visual technician
   Photographer
   Typist , Press operator
   Mail room clerk, Ad Clerk
   Typesetter, Accountant
   Writers
   Editors
   Receptionist

Evaluation:

Instructional Objectives: The student will become aware of the different kinds of fishing and the importance of the commercial fishermen.

Suggested Grade Level 5

Activities

1. Research fishing and fishing industry.
2. Displays about commercial fishing -
   Newspaper clippings
   Models
   Charts
   Equipment
   Books and magazines
3. Film.
4. Filmstrip
5. Discuss areas of the world where commercial fishing is done and locate them on a map.
6. Collect labels from canned fish and display them. Encourage students to locate the cities where the processing was done. Is it near a commercial fishing area?
7. Recognize that people change occupations and that work hours affect life styles.
8. Written and oral reports.
9. Make a notebook.
10. Invite a local commercial fisherman to visit the class and discuss types of fish, fishing equipment, sales, packaging.

Integration into the Curriculum

1. Social Studies -
   As a part of world commercial fishing
2. Language Arts -
   Communication skills, creative writing, letter writing
3. Math -
   Graphs, equipment costs, cost of processing
4. Geography -
   Map study, areas of commercial fishing, conservation
5. History -
   How fishing has increased and contributed to the economy
6. Spelling -
   Vocabulary necessary to understanding

5. Filmstrip - SVE - Canada - Fisherman of Nova Scotia

Resource Materials

1. Encyclopedia
2. Books from Area IX:
   639 Picture Book of Fisheries Brooks, A. #11663
   F Saltwater Summer, Haig-Brown #13896
   639 Harvest of the Sea, Bueho
   Buehow #14388
   F Black Pearl, O'Dell, #14728
   639 Tropical Freshwater Aquaria, Cust #18852
   639.34 Tropical Marine Aquaria, Cox #19179
   F Cook Inlet Decision, Pedersen #15487
   F Tico Bravo - Shark Hunter, Brown #18932
3. Free Comic Book - Ricky and Debbie in Sardineland

   Marine Sardine Council
   15 Grove Street
   Augusta, Maine
   (Available in classroom quantities)
4. Film - 03078 Southern New England Region - Industries

Evaluation:

Instructional Objectives: ______ Suggested Grade Level 5

Activity	Integration into the Curriculum	Resource Materials
		6. TV Program - Channel 12 Man and the World - West "Canada - Our Neighbors in the Atlantic Provinces" Man and the World - East "Northsea Islanders" "Seacoast People" "Norwegian Fjord" "Deep Sea Trawler"

Evaluation:

Instructional Objectives: The student will learn what jobs are available in the study of the weather (meteorology).

Suggested Grade Level 5

Activities

1. Research Meteorology -
   Meteorology at work
   Careers in Meteorology
2. A talk by a pilot about the weather (could have pilot call a FAA flight service for weather briefing)
3. A talk by a farmer about his work and the weather.
4. Visit an airport.
5. Listen to a tape of a call to FAA flight service station for a pilot weather briefing for a cross country flight.

Integration into the Curriculum

1. Social Studies -
   a. Maps skills
   b. Service to mankind
2. Language Arts -
   a. Creative writing reports - oral and written
3. Spelling -
   a. Vocabulary needed

Resource Materials

1. Encyclopedia
2. Books in our schools -
   551.5 Dan, the Weatherman, Barr
   551.59 What Will The Weather Be, Barr
   629.3 A Book of Satellites For You, Braude
   629.3 Men Behind the Astronauts, Hyde
   629.13 Tommy Learns to Fly, Lewellen
   629.13 True Book of Airports and Airplanes, Lewellen
   629.133 Manmade Satellites, Ley
   628 Clean the Air!, Lewis
   629.133 Space Stations, Ley
   629.133 Space Pilots, Polgree Polgreen
   629.133 Balloons Fly High, Poole
   371.4 Careers With a Televisi Television Station, Ray
   629.4 Into Space With the Astronauts, Scharff
   387.7 What Does an Airline Crew Do?, Ray

Resource Materials

629.13 Joe's Story of the Airport, Smith
387.7 I Know an Airplane Pilot, Staulk
353.81 U.S. Dept. of Agriculture, Terrell
551.6 Let's Go To a Weather Station

3. Area IX Books:
12507 Podendorf 551.59 True Book of Weather Experiments
14054 Stamber 551.5 Breath of Life
17417 Forsdyke 551.5 Weather and Weather Forecasting

(#3. Continued)
17951 Sidney 630.69 Agriculture, Forestry, and Oceanographic
11874 Poole 629.13 Balloons Fly High
17337 Goodall 629.13 Up, Up, In a Balloon
14016 Hyde 629.4 Men Behind the Astronauts

Evaluation:

Instructional Objectives: ______________________________ Suggested Grade Level ____________

Resource Materials

11379 Wyler 551.59 First Book of Weather
11795 Gallant 551.6 Exploring the Weather
12444 Tannehill 551.59 All About the Weather
12871 Bonsall 551.59 How & Why Wonder Book of Weather
13732 Gibson 551.59 About Our Weather
13737 Hoffman 331.7 About Helpers Who Work at Night
13799 Wolfe 551.59 Let's Go To a Weather Station
17417 Forsdyke 551.5 Weather and Weather
17749 551.5 Watch for the Clouds
19298 Berger 551.6 National Weather Service
12116 Stamb.er 629.44 Orbiting Stations
19175 Coombs 629.44 Skylabs
11878 Branley 629.4 Book of Satellites For You
16113 Sasek 358.41 This Is Cape Kennedy
18149 Carlisle 629.4 About Satellites

4. Contact a member of the Experimental Aircraft Association in Muscatine. Call the airport for the president's name.

5. Contact the Moline Quad Cities Airport

6. Transparency Masters: Area IX
7337 - Earth Science - Weather
7335 - Weather

Resource Materials

7. On tape -
Contact Career Education Director at the Administration Office.

8. Area IX films
04054 Inconstant Air J.S.
03263 What Makes Clouds I.J.S.
04009 Earth, Its Atmosphere
04138 Clouds
03263 What Makes Clouds
03264 What Makes the Wind Blow
03024 Wind and What It Does
03025 Thermometers and How They Work
04525 Weather - Air In Action - Pressure - Humidity II
04524 Weather - Air In Action - Temperature - Wind II

Evaluation:

Instructional Objectives: The student will learn how our city government functions, and how city officials are selected.

Suggested Grade Level 5

Activity	Integration into the Curricula	Resource Materials
1. The class will interview the mayor and the alderman from the ward to find out their jobs and how they get them. Awareness: To make decisions about kinds of questions to ask. To realize the necessity of these jobs. To understand local government. To cause the child to realize what he would want to know about a job of this type.	1. Social Studies - The study of government	1. Student prepared list of questions
2. Select three or four class members to attend council meeting with teacher. Report back to class.	2. Language Arts - Formulating good questions to ask. Conducting interviews	2. The people to be interviewed
3. Conduct a mock council meeting. Discuss important local issues.		3. Recorder or video tape to preserve interview for future reference.

Evaluation:

Instructional Objectives: The student will learn how a state makes laws.

Suggested Grade Level 5

Activities	Integration into the Curriculum	Resource Materials
1. The learner is to find how the state of Iowa gets its laws, and to make comparisons and contrasts to the Federal Government's system of law making. Awareness: The learner will become aware of the likenesses and differences in state and federal government. He will develop an appreciation of the democratic system of government. He can see how democracy plays an important part in his everyday life. By seeing how laws can be made, the child can realize what he can do about the law.	1. This will fit into the unit that deals with the establishment of the U.S. government under the Constitution. Also it will tie into the study of the state of Iowa, as we study the regions of the U.S. 2. Language Arts - Letter writing to obtain information from a member of the state legislature	1. The U.S. Constitution 2. The State Constitution of Iowa 3. Books of Iowa history 4. Newspapers, magazines 5. Representative Richard Drake Representative David Stanley Senator Bill Rabedeaux Herschel Flater (Wilton) Kenneth Donnelly (West Liberty)

Evaluation:

Instructional Objectives: The student will learn about the job of U.S. Supreme Court Justice

Suggested Grade Level 5

Activity	Integration into the Curriculum	Resource Materials
1. Answer the question: Where does the U.S. Supreme Court fit into our system of Government and what do the justices of the Supreme Court do? Awareness: The checks and balances study indicates the importance of interdependence among the people.	1. This can be worked into the Social Studies unit dealing with the Constitution and the foundations of our U.S. government.	1. The U.S. Constitution 2. Newspaper and magazine articles that mention the Supreme Court and its decisions for a student bulletin board. 3. Books that deal with the necessary qualifications and the salaries of the justices. 4. TV and radio news from broadcasts.

Evaluation:

Instructional Objectives: The student will learn about the job of Governor of the state of Iowa.

Suggested Grade Level 5

Activity	Integration into the Curriculum	Resource Materials
1. Have the class make a comparison between the job of Governor of a state and the President of the United States. Awareness: The learner will come to see the likenesses and differences in two occupations involving public service. He will be able to compare his abilities to those of two people in public service by fulfilling the activity listed above.	1. This activity will fit into the Social Studies units that deal with the establishment of the system of government, both federal and state. It could also be incorporated into the unit which contains the study of Iowa.	1. Student-made bulletin board of clippings, articles, pictures, etc. showing what the Governor of Iowa does.
2. Two or three students could be selected to accompany the Director of Career Education on one of his monthly trips to Des Moines. The object of the trip could be to tape an interview with the Governor (or one of his aides) about the job of Governor.		2. Listening to news broadcasts on radio and television for references to the Governor's work
		3. Library resources containing references to Iowa State government.

Evaluation:

Instructional Objectives: The student will learn what the job of U.S. Senator includes.

Suggested Grade Level 5

Activity	Integration into the Curriculum	Resource Materials
1. Discuss the question: "What does a U.S. Senator do?" 2. Collect pictures and clippings to illustrate U.S. Senators at work. 3. Read and discuss fact books telling about qualifications and pay for the job. 4. Listen to television and radio broadcasts that refer to the U.S. Senate. Discuss. Awareness: Observe the collected pictures and clippings for characteristics of the job of U.S. Senators.	1. This activity will fit into the Social Studies unit on our U.S. Government.	1. Newspaper and magazines 2. Fact-books 3. Television and radio broadcasts that refer to the U.S. Senate.

Evaluation:

Instructional Objectives: The student will learn what a member of the U.S. Congress does.

Suggested Grade Level 5

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Activity	Integration into the Curriculum	Resource Materials
1. The class prepared to answer the question: "What is the job of a U.S. Congressman?" Awareness: The 5th grader learns how our country's laws are made. He learns what he can do to change the laws. He learns his responsibilities as a citizen.	1. This will fit into the unit dealing with the establishment of our democratic government under the U.S. Constitution.	1. Student-made bulletin board of clippings, articles and pictures relating to the work of Congress. 2. Books and materials that detail the necessary qualifications for the job. 3. Television news broadcasts watched at home (radio also) to note references to the work of U.S. Representatives.

Evaluation:

Instructional Objectives: The student will learn about the office of the U.S. President.

Suggested Grade Level 5

Activity	Integration into the Curriculum	Resource Materials
1. The class prepared a bulletin board to show what the President of the U.S. does. Awareness: The 5th grader recognized that the running of our country is an important job. The 5th grader became aware of his own attributes as compared to those of the President of the U.S.	1. In the Social Studies unit dealing with the establishment of the Constitution various public service jobs are mentioned. The President of the U.S. is a logical one to work on.	1. Bulletin board made by students with clippings from newspapers showing things that the President does. 2. Encyclopedias that give the qualifications necessary for the job. 3. Watching news to see and listen for references to the President.

Evaluation:

Instructional Objectives: The student will learn about the job of welder.

Suggested Grade Level 5

Activity	Integration into the Curriculum	Resource Materials
What is involved in the occupation of welding? 1. Assign the problem as a committee report. 2. Formulate questions to use in interviewing a welder. Awareness: Child learns the importance of the job by determining the responsibilities a worker has.	1. Social Studies - Ways of making a living 2. Language Arts - Report writing and report giving. Use of interview techniques	1. Library materials 2. Career- Speaker (Check with the Director of Career Education, phone 263-7223)

Evaluation:

Instructional Objectives: The student realizes the importance of the laborer's job.

Suggested Grade Level 5

Activity	Integration into the Curriculum	Resource Materials
1. Explore the jobs of laborer through role-playing in a construction job. Awareness: To show the interdependence of various kinds of workers, by working together in role-playing situation. 2. Invite a local laborer to speak to the class about his work.	1. Social Studies - To learn about jobs people do and how the jobs are interdependent.	1. Teacher or student-created problem in constructing a building or bridge. 2. Check with the Director of Career Education for suggestions about a speaker.

Evaluation:

Instructional Objectives: The student will learn about the job of an iron and steel worker.

Suggested Grade Level 5

Activity	Integration into the Curriculum	Resource Materials
1. Visit a construction site.	1. Social Studies - Ways of making a living	1. Erector Set
2. Evaluate the visit by discussion.	2. Language Arts - Communication skills	2. Career visit
Awareness: Working with materials		
a. Construct a building framework b. Construct a bridge framework		

Evaluation:

Performance Objective — The student becomes aware of the different work roles in a quarry.

Suggested Grade Level 6

Activities	Integration into the Curriculum	Resource Material
1. Following a quarry trip, the class discusses the jobs that are available and connected with a quarry. a. Experts in dynamite b. Testing water c. Identifying soil samples d. Recording shock waves	1. Social Studies - Learn about different layers of rocks, processing and geological history.	1. Visit gravel pits - Collect rocks
2. Have students prepare a bulletin board.	2. Language Arts - Communicate with rock clubs of other cities.	2. Have a member of rock club talk
3. Examine rock samples.	3. Arts & Crafts - Construct display of rocks collected and identify.	3. Use current books on minerals and rocks
4. Learn local geological history.		

Performance Objective: The student will become aware of the importance of machinists in manufacturing.

Suggested Grade Level 6

Activities	Integration into the Curriculum	Resource Materials
1. Have a machinist come and tell what he does on the job. Creative writing: "A day in the life of a machinist" Write thank you letters to career speaker	1. Social Studies - Manufacturing	1. Career speaker: Friends, neighbors, relatives, local people in manufacturing
2. Teacher or students research other jobs in manufacturing and share the information.	2. Language Arts - Creative writing, Thank you letters, reporting (oral and written)	Inquire at Schmarje Tool Co.
3. Discuss the part of the machinist in production. Machinist must: a. Painstakingly finish parts when a mistake of 1/10,000 of an inch would ruin the part b. Focus attention on every detail c. Follow a formula and specifications exactly d. Make something come out exactly right		
4. Visit local machine shops and discuss together in class.		
5. Discuss lifestyle, interest and hobbies of a factory worker.		

Evaluation:

Performance Objective: The student will become aware of Quality Control and how industries use it. Suggested Grade Level 6

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Activities	Integration into the Curriculum	Resources (People)
1. Listen to career speaker and with his or her help, develop a vocabulary list of terms used in Quality Control work.	1. Social Studies - Appreciation of areas in manufacturing	1. Career speaker: Heinz Co. Hon Industries Bandag Kent Feeds Muscatine Pearl Mull's Grocery Hahn Brothers
2. Recognize differences in 1. Learning 2. Management 3. Operation 4. Inspection	2. Language Arts - Vocabulary summarization	
3. Feel importance of each worker doing his job.		

Evaluation: [illegible]

[illegible] The student will become aware of the importance of Quality Control and assembly line in manufacturing. Suggested Grade Level 5

Activity

1. Tour a local assembly line.
2. The manufacture of squares
   a. Materials: paper, pencil, ruler, scissors, and paper punch
   b. Manufacturing standards:
      1. Make 3" square
      2. Draw diagonals in the square
      3. Make an "o" ½ inch from each corner on the diagonal
      4. Punch a hole where the diagonals cross
      5. The squares should be neatly stacked in piles of four
3. Procedure: Divide class into groups of 5 or 6. Instructions on the board: "The team with the largest quantity of the best quality will be the winner."
   1. Students get 5 minute trial run
   2. They work out an assembly line
   3. Foreman might help increase output
   4. Students are given time to discuss problems and how to solve them
   5. Students are given 10 minutes to manufacture squares (Have a tape recorder going)
   6. At end of 10 minutes, list output of each group
   7. Students act as own quality controller
   8. Compare results of the groups

   c. Discuss importance of both quantity and quality (Quality should come first or the product won't sell)
   d. Play tape made during the 10 minute work period and discuss:
      1. Boredom on the job
      2. Need for quality control
      3. Dissatisfaction with a job
      4. Fatigue on a job

Integration into the Curriculum

1. Social Studies -
   a. Importance of good work and doing one's part
   b. Importance of working together for a desired outcome

Resource Materials

1. Newstime -
   April 23, 1973
   March 5, 1973

Evaluation:

Instructional Objectives: The student will become aware of the salesman's role in manufacturing.

Suggested Grade Level 5

Activity	Integration into the Curriculum	Resource Materials
1. Have one or more salesmen as guest speakers, then discuss: a. Importance of the salesman in manufacturing b. Qualifications of a salesman c. Benefits in being a salesman 2. Write a "salespitch" for a product, then give it orally. 3. Compile a list of adjectives a salesman might use. ("Brainstorming" works well with this activity) 4. Work in groups and write salesman vertically on paper. Students list words which they associate with salesman. Example: S - smile A - available L - look for buyers E - eager to sell 5. If possible, secure order forms used by salesmen. If not, make some for the students to fill out (Importance of filling in forms accurately). 6. Students prepare interview questions to use in interviewing. 7. Use interview questions in a skit (role-playing)	1. Social Studies - Interdependence of manufacturing jobs 2. Language Arts - Creative writing, listing adjectives, word activity	1. Career speakers

Evaluation:

Instructional Objectives: The student will become aware of working in peer groups, organizing information and reporting to the class.

Suggested Grade Level 5

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Activity

1. Research in groups history of industrialization
   a. Handicrafts and manufacturing in homes
   b. Modern day trends in manufacturing such as computer assisted automation
   c. Contrast beginning manufacturing with modern day manufacturing
      1. building
      2. hours
      3. workers and their roles
      4. kinds of jobs
      5. skills and techniques
      6. supply and demand
2. Organize and report information to class (students might outline their research and use the outline as a guide in talking to the class)
3. Compile a list of jobs in Muscatine area from "want ads".
4. Compile a list of things manufactured in Muscatine. Alphabetize and categorize them.
5. Have a bulletin board display of newspaper and magazine articles about manufacturing.
6. Write letters to industries in Muscatine requesting information about kinds of jobs available.
7. Use panel discussions as a means of reporting to the class.

Integration into the Curriculum

1. Social Studies - Working together
2. Language Arts -
   Research (skimming)
   Outlining
   Reporting from outline
   Business letter writing
   Use of telephone directory
   Categorizing
   Alphabetizing
   Discussions

Resource Materials

1. Encyclopedias
2. Social Studies Text
3. Card Catalogue in:
   School Library
   City Library
4. Newspapers
   The Muscatine Journal
   Times Democrat
5. Telephone Directory
6. Muscatine Chamber of Commerce
7. P.M. Musser Library

Evaluation:

Instructional Objectives: The student will become aware of the importance of plants and of the botanist who studies and classifies them.

Suggested Grade Level 5

Activities	Integration into the Curriculum	Resource Materials
1. Visit a greenhouse. 2. Have a botanist visit class. Students can interview and observe equipment. 3. Research importance of plants in present science text and other science texts and discuss together in class.(Man's dependence upon his environment for survival) 4. Examine plant cells under a microscope. Terms: cell wall, chlorophyll, stomata 5. Discuss qualities needed for plant growth and have plants growing in classroom. (seeds, soil types, water, light, containers) 6. Show films showing a botanist at work. (observation of leaves, roots, flowers) 7. Discuss other jobs related to botany career. (horticulturist, agriculturist, forester)	1. Language Arts - Thank you letters to greenhouse and speaker	1. Local Greenhouses: Miller & Sons Kranz Flower Shop & Greenhouse Hahn Brother Farm Shop VanderVeer Park (Davenport) 2. Speaker from Floral Arts Club, Greenhouse operator 3. Slides 4. Microscope 5. Cover slips 6. Stain 7. Plants 8. Area IX films

Evaluation:

Instructional Objectives: The student will become aware of money needed for modern day living and importance of mathematical skills.

Suggested Grade Level 5

Activity	Integration into the Curriculum	Resource Materials
1. Have students keep a list of parent's monthly food receipts. 2. List various uses of income per month. 3. Have students figure out how much approximately is spent per month in their family. 4. Have class arrive at an average amount per expenditure. Make a record of this. 5. Using a hypothetical situation, (for a family income of $10,000 per year) have students arrive at a family budget.	1. Math - Estimation Computing Addition Subtraction Multiplication Division Averages	1. Parents' monthly receipts 2. Math text book

Evaluation:

Instructional Objectives: The student will become aware of design in modern day merchandizing.

Suggested Grade Level 5

Activity	Integration into the Curriculum	Resource Materials
1. Bring record covers, boxes and packages of products to class and talk about designs and what makes them interesting. 2. Choose a record and design a cover. 3. Choose a product and design a package for it. Procedure: Work out design in pencil; Make lettering and design work well together; Finish with paint or crayon (color) 4. Discuss finished covers considering attractiveness and ability to sell product. 5. Discuss other careers of this type.	1. Art - Design, lettering, neatness	1. Record Covers 2. Boxes and packages of different products

Evaluation:

Instructional Objectives: ______________________________ Suggested Grade Level ___5___

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Activity	Integration into the Curriculum	Resource Materials

Evaluation:

Instructional Objectives: ______________________

Suggested Grade Level 5

Activity	Integration into the Curriculum	Resource Materials

Evaluation:

[illegible] The student will become aware of the variety of different jobs. Suggested Grade Level 6

Activity	Integration into the Curriculum	Resource Materials
1. Look in the yellow pages of the phone book. a. Find jobs you did not know of before. b. What kind of jobs seem most numerous?		1. Telephone book

Evaluation:

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Instructional Objectives: The students will develop an awareness of jobs in shipping.

Suggested Grade Level 6

Activity	Integration into the Curriculum	Resource Materials
1. Discussion of shipping and related occupations. a. Loaders b. Ship Crew c. Panama Canal (lock operators, ship drivers) d. Customs officials e. Overseers of foremen e. Fee collector 2. Make a bulletin board illustrating shipping occupations.	1. Social Studies - The discussion of the Latin American Countries could expand into shipping and the people involved, since many of our products are shipped from South America.	1. World Book - p. 99 2. Area IX books - 13718 The, About Cargo Ships 12899 Scharff, How and Why Wonder Book of Ships 12515 Carter, True Book of Ships and Seaports 11096 Zaffo, Big Book of Real Boats and Ships 15612 Sondergaard, My First Geography of the Panama Canal 15618 Latham, Charges 3. Films - 03005 Panama Canal - Gateway To The World

Evaluation:

The student will develop a better understanding of the growth and production of peanuts.

Suggested Grade Level 6

Activity	Integration Into the Curriculum	Resource Material
1. Read the booklet. List all occupations related to peanut butter manufacturing. 2. Compare the material in the booklet with the material in the World Book Encyclopedia on George Washington Carver. 3. Encourage students to plant peanuts in their own gardens a. Record the plant growth b. Bring some peanuts to class and roast them in cafeteria ovens	1. Social Studies - Study of Inca Indians 2. Science - "Changing and Preserving Our Environment"	1. Booklet - free "Peter Pan Tells All About Peanuts" from Derby Foods, Inc. 115 West Jackson Blvd. Chicago, Ill. 60604 2. World Book Encyclopedia p. 190, 197

Evaluation:

[illegible] The student will understand that many different occupations are involved in the production of one product. Suggested Grade Level 6

Activity	Integration into the Curriculum	Resource Material
1. Study the Chocolate Chart and have children depict the many occupations behind the production of chocolate. Possible occupations: a. Tree planter b. A person who removes pods from tree c. A person who transports cocoa beans to factory d. Machine operators e. Sanitation worker to keep machines and working areas clean. f. Sugar cane plantation workers g. Dairy farmers h. Milk transporters i. Safety engineer j. Foreman This activity could be used as bulletin board display by labeling where each occupation would belong on the chart. 2. Have students compute how many days it takes to make a box of Hershey candy bars. The free materials give the needed facts to figure out the above problem and several other math problems.	1. Social Studies - Unit on either the Aztecs of Mexico. 2. Math - Addition, subtraction, multiplication and division skills	1. Free material - Hershey's Educational Chart from: Hershey Foods Corp. Hershey Chocolate & confectionary Division Hershey, Penna 17033 2. Area IX film - 03437 Dairy Farm To Door

Evaluation:

The student will gain a better understanding of designing, producing, and marketing.

Suggested Grade Level 6

Activity	Integration Into the Curriculum	Resource Materials
1. Students select an item to produce. Dues may need to be collected to cover the cost. 2. Students will volunteer for production activities for which they are suited. a. Designers determine size, coloring, decorations, packaging, etc. of product. b. Procurers must list materials needed and find where they can be purchased for the best prices. c. Manufacturers measure, cut, stencil, decorate and trim product to conform to design. (Include inspection and a foreman) d. Accountant will determine the selling price which will result in profits for the class. e. Salesmen must decide on sales technique to be used. Door to door in the neighborhood, school bazaar, after school sale, sales representatives to call on each room. f. Advertiser	1. Money can be collected and profit will be distributed at the end of the activity. Class may wish to earn money needed to begin the production. 2. Math - determine costs, selling price and help with design. 3. Art - Advertising techniques, product design 4. English - Sales techniques and writing advertisements 5. Social Studies - All pupils were involved in a phase of the activity for which he was most suited.	1. Resource materials should include teacher and principals who help carry out the product. 2. Math teachers may help with determining price, coste or with design. 3. Art teachers may help with design, manufacturing techniques or advertising.

Evaluation:

[illegible] The students will become aware of jobs related to electricity.

Suggested Grade Level 6

Activity

1. Cut out pictures concerning jobs related to electricity
    a. TV repairman
    b. Appliance repairman
    c. Lineman
    d. Electrician
    e. Electrical engineer
    f. Telegram operator
    g. Telegraph attendant
2. Select one of your pictures. Identify the occupation. Answer the following questions in complete sentences.
    a. Where would this person work?
    b. What kind of tools does he use?
    c. What kind of hat would he wear?
    d. What kind of clothes would he wear?
    e. What dangers would he face while doing his job?
    f. What kind of education is required?
3. Perform various electricity experiments.
4. Tour a local electric company or power plant.
5. View films and filmstrips.
6. Use remaining pictures from acitivity #2 and make a bulletin board collage of pictures.

Integration into the Curriculum

1. ESS - Batteries and Bulbs II

Resource Materials

1. Old magazines
2. World Book E: 145
   R: 227
3. Muscatine Municipal Power Plant
4. Wire, nail, bulbs, switches, batteries, sockets
5. Invite an electrical engineer
6. Books -
   11306 Freeman, Story of Electricity
   11308 Epstein, First Book of Electricity
   11309 Freeman, All About Electricity
   11314 Podendorf, True Book of Magnets and Electricity
   11774 Beeler, Experiments with Electricity
   11775 Feravolo, Junior Science Book of Electricity
   12182 Morgan, Things a Boy Can Do With Electricity
   12875 Notkin, How and Why Wonder Book of Electricity

Resource Materials

7. Films -
   03032 Electricity and How it Is Made
   03033 Safety with Electricity
   04036 Electricity - How to Make a Circuit
   03044 How to Produce Electric Currect with a Magnet

Evaluation:

[illegible]: The student will gain a better understanding of the work of an architect.

Suggested Grade Level 6

Activities	Integration into the Curriculum	Resource Materials
1. Draw a house plan you would like to live in. 2. Look at house plans for different kinds of houses to find how they are drawn and what should be included. 3. Ask an architect to come in and speak on drawing plans or take a field trip to visit an architect. 4. Draw a simple house plan with not more than five or six rooms. Draw to scale and try to keep sizes correct. 5. Ask a building contractor to come in to share a set of house plans and discuss the possibilities and problems that would be encountered in building different types of houses.	1. Drawing plans to scale, design	1. House plan examples 2. Building contractor 3. Architect 4. Books from Area IX - 16859 Baker, I Want to Be an Architect 13055 Eergere, From Stones to Skyscrapers 12889 Robbin, How and Why Wonder Book of Building

Evaluation:

[illegible] The student will gain a better understanding of the job of a photographer.

Suggested Grade Level: 6

Activity	Integration into the Curriculum	Resource Materials
1. Have students examine photographs from magazines. Establish categories for the pictures they select. Possible categories could be portraits, human interest pictures, fashions, news scenes.	1. Into New Worlds "Explorer With a Camera" and "The Camera Finally Clicks"	1. Magazines from home or old magazines from offices
2. Have students write or present reports on photographers such as Gordon Parks, Ernst Haas, Irving Penn, Edward Steichen, Henry Cartier-Bresson, and Richard Avedon.		2. World Book Encyclopedia
3. Have students take pictures in categories such as beautiful, ugly, invisible, show action, show peacefulness, etc.		3. Children could use own cameras if available
4. Interview a local photographer.		4. Books - 13116 Hoke, First Book of Photography 14113 Forsee, William Henry Jackson 19542 Busch, Walk in the Snow 19610 Harnan, Gordon Parks, Black Photographer and Film Maker

Evaluation:

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The students will be introduced to opportunities in the Library Science field.

6

[illegible]	[illegible]	Resource Materials
1. Discussion of different kinds of libraries.	1. *Language For Today* - Chapter 9	1. Visit the library
2. Discussion of the physical setting of the local library and school library.	2. Art	2. Area IX Books - 14682 Busby, *What Does A Librarian Do* 14747 Mott, *Children's Book on How to Use Books*
3. Draw maps of the physical setting of the library (school & city).		3. Films - 04460 Finding Information 04069 Libraries Are For Sharing 04462 Story of a Book 03012 Library - A Place For Discovery
4. Discuss and compare the Library of Congress and Dewey Decimal forms of classifying.		
5. Discuss and compare personal, church, and special libraries (special libraries, owned by companies or government agencies), book mobile libraries, college and university libraries.		
6. Use student suggestions to design a bulletin board of library-related occupations. a. Acquisitions b. Book selection c. Book processing (shelving, stamping,) d. Searching e. Cataloging and classification f. Reference work g. Circulation h. Young adult services i. Children's services j. Adult services		

Evaluation:

The student will learn about the job of a radio actor and effective sound effects.

Suggested Grade Level 6

Activity	Integration into the Curriculum	Resource Materials
1. Use a tape recorder. Have students try to imitate the voices of old people and babies, people with accents, people in special vocations such as telephone operators or a police dispatcher.	1. Reading - Into New Worlds - "The Story Machine"	1. Learning Magazine March 1974 p. 56
2. Practice creating sounds and taping them. a. talking with the nose held closed b. speaking through cloth or paper c. ticking clock for a time bomb d. crinkle cellophane 6" from mike to simulate fire e. shake a partly opened umbrella up and d down to simulate a bird flying f. crunch a piece of balsa wood in fist near microphone to simulate breaking down a door. g. trickle grains of rice onto a sheet of canvas stretched to simulate rain h. beat two leafy twigs together to simulate chase through underbrush	2. Language - creative writing, punctuation	
3. After children have ititially taped their sound effects, let them listen to them and then do it again to improve them.		
4. Let children write a radio play, cast it, and produce it. Time could also be spent discussing it. Time could also be spent discussing all the jobs related to the final and total production.	5. Visit the local radio station.	

Evaluation:

[illegible]: The student will learn about job markets. Suggested Grade Level 6

Activity	Integration into the Curriculum	Resource Materials
1. Study the current job market in your area. Have children read help wanted ads in local newspapers. Compare pay scales and qualifications.	1. Math - Study such things as hours per week and pay per hour and then figure weekly wages. Work out such things as time and one-half.	1. Local newspapers
2. Interview a personnel officer from a local business or industry. Discuss pay scales and qualifications.	2. Social Studies - Compare job opportunities in United States with Latin America. a. Why are there more jobs available in U.S. than in Latin America? b. What jobs are available in U.S. that aren't available in Latin America	2. Personnel officer from local business or employment office.
	3. Spelling - vocabular words pertinent to the ad may be learned	

Evaluation:

Instructional Objectives: Self awareness. The student will develop an awareness of his interests.

Suggested Grade Level 6

Activity	Integrated into the Curriculum	Resource Materials
1. Make a bulletin board entitled "As I Am" a. Divide your bulletin board into as many small parts as you have students. Partition it off with narrow strips of construction paper. Let each child then choose one part. b. Instruct the children to bring in materials and objects that represent their interests. Mount these on the part chosen. c. An alternative would be to have students also include items which they associate with former interests. Caption the board, "How I've Grown"	1. Science - "Continuations of Life"	

Evaluation:

The student will learn to understand the career of an astronomer and to perform some of the duties of this career.

Suggested Grade Level 6

Activity	Integration into the Curriculum	Resource Materials
1. Have an astronomer visit class. 2. Visit a planetarium. 3. Discuss relationship of star color to star temperature. (ie., red - coolest, blu-white - hottest, yellow - middle) Introduce the idea of a spectroscope in the star's composition. 4. Make a constellarium. 5. Locate somebody locally who has access to a telescope. Have a "star gazing" session with a select group of interested students. 6. Discuss sunspots and their effect upon our weather. 7. Discuss the use of astronomy in sea navigation and air navigation. 8. Discuss "revolution", "rotation" and "time regulation". 9. Compare personalities with astrological descriptions.	1. STEM - ESS Science Program Unit 3 Resource Materials 6. Area IX books - 11258 Crosby, Junior Science Book of Stars 11260 Freeman, Fun With Astronomy 11263 Schneider, You Among the Stars 11264 White, All About the Stars 11758 Guillot, Astronomy 13602 Gallant, ABC's of Astronomy 13826 Wolfe, Let's Go To the Planetarium 14407 Rey, Find the Constellations 18193 Clarke, Benjamin Banneker, Astronomer and Scientist	1. Astronomer (college professor) 2 Augustana College Planetarium 3. Text Book 4. Heath - Science For Today & Tomorrow 5. Cardboard box (5"x8"x14") a. line box with aluminum b. tape down lid c. cut a hole large enough to insert a flashlight in one end of the box. Make the other end an open end by removing the side. d. cut a slot through the lid near the open end. e. insert patterns of constellations into slot f. make constellation patterns from black cardboard sheets. g. insert punched card, turn on flashlight, and direct beam to ceiling of a dark room.

Evaluation:

[illegible] The student will gain a better understanding of archeology.

Suggested Grade Level 6

Activities	Integration into the Curriculum	Resource Materials
1. Role play the career of an archeologist. Study the three main Latin American civilizations stressing their cultural contributions in science, music, astronomy, architecture, math, art, etc. 2. Have students make own artifacts and hide them. Have another class find the artifacts according to a diagram. After studying the artifacts they found, the class will figure out the contributions of this civilization.	1. Social Studies - Unit on the Aztecs, Incas, and Mayas	1. Davenport Museum 2. Davenport Archeological Society 3. Books - 10708 White, Lost Worlds 10709 Jessup, Wonderful World of Archeology 10710 White, All About Archeology 15611 Suggs, Modern Discoveries in Archeology

Evaluation:

Performance Objective: The student will develop a better understanding of the career of optometry and parts of the human eye. Suggested Grade Level: 6

Activity	Integration into the Curriculum	Resource Materials
1. Have an optometrist come to class. Students could compose interview questions before the visit. 2. Students can do research on eye defects and diseases. (Nearsightedness and farsightedness) 3. Perform experiments on reflection and refraction of light. Why do we see colors? How does light travel? Why is it hard to spear a fish? Reflect light from a mirror's surface, examine light passing through a hand lens, put a finger behind a glass of water, put a pencil in a glass of water, use a periscope and explain where it could be used and why, etc. 4. Observe pupil dilation and constriction by having students look at each other's eyes, first with the light on the then with lights off. 5. Discuss different types of lens dealing with eye correction (concave, convex, double concave, etc.) 6. Observe and collect transparent, translucent and opaque objects.	1. STEM - ESS Science Program Unit 1	1. Optometrist 2. World Book Encyclopedia 3. STEM - ESS Science Series 4. Science For Today and Tomorrow 5. Heath transparencies 6. Show convex and concave lens, if possible. 7. Area IX films - 03309 Your Eyes 03041 How to Bend Light 03042 Light and Color 03027 Light and What it Does 8. Books - 14731 Elgin, Read About the Eye 12920 Highland, How & Why Wonder Book of Light and Color 13724 Ericsson, About Glasses for Gladys 14477 Sands, Why Glasses?

Evaluation:

The student will gain an awareness of the costs of family living and his role in the family and community environment.

Suggested Grade Level 6

Activity	Integration into the Curriculum	Resource Materials
1. Planning a "make-believe" family.	1. Math	1. See the appendix to the sixth grade guide.

Evaluation:

APPENDIX

Student Activity 1

Plan a make-believe family. How many will be in your family? Decide what career you will have and how much money your job will earn per year.

Now you plan how you can or must spend your money. Think about these questions before you fill out the following worksheet.

a) What kind of home will you live in? Will you be buying it or will you be renting?

b) How much money will you spend for food, clothing, recreation, and savings per month?

c) How many cars will your family have?

d) How much money would be spent annually on medical and dental bills? Monthly?

e) What kinds of insurance will your family have?

f) What kinds of taxes will you have to pay and how much?

g) How much money will you allow for repairs?

h) What furniture and appliances will you have in your home and how much will they cost?

i) How much money will each member of the family need for clothes?

Name________________________
Your Make-believe Family
Worksheet page 1

Occupation________________________ Annual Income____________

Spouse's Occupation________________________ Income____________

Amount of Income Taxes per year_______________

Total number in family __________

Home

Number of rooms_________ Age________ Buying____ Renting____

If buying: cost of home____________

Monthly payment on mortgage___________

Amount of property taxes per year___________

If renting: Monthly rent____________

Cars

Number of cars__________

Amount spent on car payments per month______________

Amount spent on gas per month_______________

Cost of car insurance per year______________

Cost of license per year___________________

Food

Amount spent for food per week________________ per month_____________

Medical

Amount spent per year for: Medical bills___________

Dental bills____________

Medical insurance_____________

Life insurance________________

List the prices of furniture and the appliances that you have in your home. Use a catalogue to help you figure the cost of each one. How will you plan to pay for these if you can't afford to pay cash for them? How long will they last before they will have to be replaced?

Item	Cost

Cost of furniture per month____________________

Cost of appliances per month____________________

Recreation

List the recreation equipment you will have and the cost of each item. Use a catalogue to determine cost.

Item	Cost

Clothing

Amount spent on clothing for you____________________

Amount spent on clothing for your spouse____________________

Amount spent on child 1____________________

Amount spent on child 2____________________

Amount spent on child 3____________________

(Hint: In estimating amount for clothing, use the catalogues to help you determine cost.)

Savings

Kinds of savings____

____

Amount of savings________________________

Summarize your work

What are your total yearly expenses?__________________________

What is your total yearly income?______________________________

How do the two compare?__________________________

What are your monthly expenses for each catagory?

Home_________________________

Cars_________________________

Food_________________________

Medical______________________

Insurance____________________

Taxes________________________

Home Furnishings_____________

Recreation____________________

Clothing______________________

Savings_______________________

Hints to the teacher:

Let the child try this activity first without much teacher help. Have catalogues from Sears, Wards, etc. available. Also new and used car ads from the local paper.
After the children get going on this project, resource people could be invited to visit the classroom to give advice for such things as taxes, insurance costs, and financing matters.

Notice that some costs are monthly and some are yearly.

Statistics show that people should obligate no more than $\frac{1}{4}$ of their income to housing expenses.

[illegible] ____________________ Suggested Grade Level ________

____

Activity	Integration into the Curriculum	Resource Materials

Evaluation:

SUPPLEMENTAL MATERIALS

The following pages contain letter forms, field trip guides, interview tips, bulletin board suggestions, and other activities which may help you implement self-awareness and career awareness. Please let us know of additional activities you find effective.

GUEST SPEAKER GUIDELINES

To: ______________________________

____

____

Thank you for consenting to come to ____________________ School on ________________________ at __________ (A.M. - P.M.). You will be
(Day and date)
speaking to _______ ______________ grade students in Room No. ________
(No.) (Grade)

We would expect that your presentation would last approximately ____________ minutes.

One of the major goals in our school is to help students become more aware of the many careers that they must understand before choosing their life's work. The purpose for this visit is ____.

Attached to this letter is a list of suggestions which may help you plan the visit. Please do not feel that you must follow all of the suggestions or that you must confine your presentation to what is suggested.

Thank you for giving of your valuable time to help our youngsters learn more about careers. If you have any questions, feel free to call me at ________________________.
(Phone no.)

Cordially,

__________________________, Teacher

Attachment

SPEAKER SUGGESTIONS

When you visit with elementary students you may like to plan your presentation so that the following questions will be emphasized.

1. Your Job
    - Exactly what do you do?
    - What training or education was required?
    - What school subjects would be valuable on this job?
    - What tools do you use?
    - What are the joys and problems of your job?
    - What dangers exist in your work?
    - Do you work with other people? Who?
    - What is the future outlook of your career?
    - Explain terms of your trade that seem simple to you but which may be unfamiliar to others.
2. Some Successful Questions are:
    - "Do you ever wonder who.... ?"
    - "What do you think would happen if there were no....?'
    - "What do you think you must do if you want to be a ... ?"
    - "How do you think I help boys and girls and other people?"
    - "What I want you to do is... "
    - "When would you want (or need) a .... ?"
    - "Where do you suppose... ?"
    - "How do you think it would feel to be ... ?"
    - "Why do you think we need.... ?"
3. If possible try to use one or more of the following aids to illustrate your presentation.
    - Slides
    - Pictures
    - Tools
    - Work clothes (uniforms, etc.)
    - Printed materials
4. The elementary student responds better to an informal presentation with the presenter using simple vocabulary.

FIELD TRIP GUIDELINES

To:______________________________

____

____

Thank you for consenting to let us come visit you on____________________.
(Day and date)

Our expected arrival time is______________(A.M. - P.M.) and we should be ready to leave your location________________(A.M. - P.M.). Our group will consist of ________ (No.) __________ (Grade) grade students and ________ (No.) adults.

One of the major goals in our school is to help students become more aware of the many careers that they must understand before choosing their life's work. The purpose for this visit is__________________ ____.

Attached to this letter is a list of suggestions which may help you plan the visit.

Thank you for giving of your valuable time to help our youngsters learn more about careers. If you have any questions, feel free to call me at ______________________.
(Phone no.)

Cordially,

____________________, Teacher

FIELD TRIP SUGGESTIONS

When you have elementary students visit your business or industry you may like to take the following items into consideration.

1. Your Business and Industry
    - What service or product is your company involved with?
    - What are all the different careers involved in your company?
    - How is your company's product or service used by people?
    - What impact/contribution does your company's service or product have in the community?
    - What are the important criteria your company uses in hiring people (attendance, skill, physical and mental, attitude, etc.)?
    - What is your company's future?
2. Some Field Trip Considerations
    - Don't plan a lot of walking by students.
    - Make sure students can see what you would like them too (safety windows to high, etc.).
    - Show them a variety of careers.
    - Show them your service or product as it starts and finishes.
    - If possible involve several students in some operation of your company.
3. Some Successful Questions You May Ask:
    - "What do you think would happen if there were no (service or product)?"
    - "How do you think a service or product helps boys and girls and other people?"
    - "When would you want (or need) a (service or product)?"
    - "Why do you think we need (service or product)?"
4. The elementary student responds better to an informal presentation with the presenter using simple vocabulary.

Worker Interview Questions

I. Job Title ____________________

A. What do you do on this job? ____________________

____

II. Future employment prospects:

A. What demand is there for this job? ____________________

____

B. What training do you need for this job? ____________________

____

III. What qualifications must you have for this job?

A. Age ____________________

B. Skills required ____________________

C. Other physical requirements ____________________

____

IV. What are your feelings about this job?

A. What do you like about it? ____________________

____

B. What do you dislike about it? ____________________

____

V. How is the work environment?

A. Is it clean? Noisy? ____________________

B. Do you work alone or with others? ____________________

____

C. Is your job dangerous? ____________________

____

RELATED CAREER GAMES

What's My Line - Panel Game. Choose 5 or 6 members of class to make up the panel. Another student assumes the role of a particular worker. The panel questions the "Contestant" and tries to determine his occupation.

To Tell the Truth - Variation of television game having three contestants only one of which is "telling the truth". The class must ask general probing questions in search of the correct person. A time limit could be established during the questioning of each contestant. One student will assume the role of a career that he has researched and the other two contestants should try to fool the class as best they can.

Who, What or Where? - The categories "Who", "What", and "Where" are written on the board. Three contestants are chosen. Each contestant is allowed a total of fifty points to bid. He can wager fifty or any lesser amount under one of the three categories. For example, Contestant #1 writes "Who" for forty on his paper, Contestant #2 writes"Who" for fifty, and Contestant #3 writes "What" for 20. Contestant #3 has a chance to answer the "What" question and Contestant #2 wins the "Who" question with the highest bid. Missed questions result in loss of the points bid. When a player reaches zero points he is out of the game and a new contestant is chosen to replace him.

Password - Have four students come to the front and pair them off. Each pair then should be given one card with a career term on it. Only one person in each pair gets to see the word and he must then, in turn, give his partner a one word clue from which the term is guessed. If this person doesn't guess the word, then the other pair has a chance at the term. A point system determines the winner.

Twenty Questions - One student is selected to think of a specific career. The class is allotted a total of twenty questions to recognize the career. Answers must only be yes or no.

Career Chain - One pupil starts with a career word, such as Carpenter. The next pupil must say the first word (Carpenter) and then give a related word. For instance, he might say, "Carpenter, hammer." The next pupil must repeat the given words in order and give another related word. He might say, "Carpenter, hammer, nail." The game continues as such.

Name That Job - "I'm thinking of a person who works for the government of pu lic transportation. He spends most of the time in the air." The child that gives the right answer becomes the leader.

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Jeopardy

Public Service				
$10	$10	$10	$10	$10
$20	$20	$20	$20	$20
$30	$30	$30	$30	$30
$40	$40	$40	$40	$40
$50	$50	$50	$50	$50

Any five
job clusters

Select three players. First contestant selects a number under the job category of his choice. The teacher then gives the answer to the question. (i.e. student chooses "Public Service $30". Teacher gives answer "Policeman".) The student must, in ten seconds, provide the question which the teacher has just answered to win the $30. (i.e. "Who directs traffic?") If the student misses, the other two contestants are given an opportunity to answer. The first contestant must forfeit the $30 or go "in the hole". The contestant who makes the last correct answer is allowed to select the category and amount for the next question. Teacher should allow five to ten minutes for each game. Student with the most money at the end of the game wins.

Occupational Squares - Choose nine people to represent nine different careers. They each sit in a Tic Tac Toe position and represent their career. Divide the remaining classmates into two groups (X and O). The first person on Team X asks a "yes" or "no" question to any square. After the response, Team O asks a question. Each team consecutively ask questions until one team thinks they know the occupation. Then they may take their turn to ask "Are you a ________?" If they guess the occupation correctly, they get the square. If they miss, their opponents get the square.

Thumper - Each child and teacher is given an occupation. Everyone thumps on desk or floor - leader starts - "What's the name of the game?" - Responce - "Thumper" - Question-"How do you play?" - Responce - "You thump." The leader states his occupation and states someone else's. That person must state his own occupation then someone else's. If the child misses, he must state everything he knows about the occupation. That child then becomes leader.

Clue - Make picture cards of equipment related to special careers. (example: picture of a hammer) Hold up a clue card. Each student then guesses the related career.

Bingo - Many variations.

Concentration - Have pupils match worker to tools on a "Concentration Board".

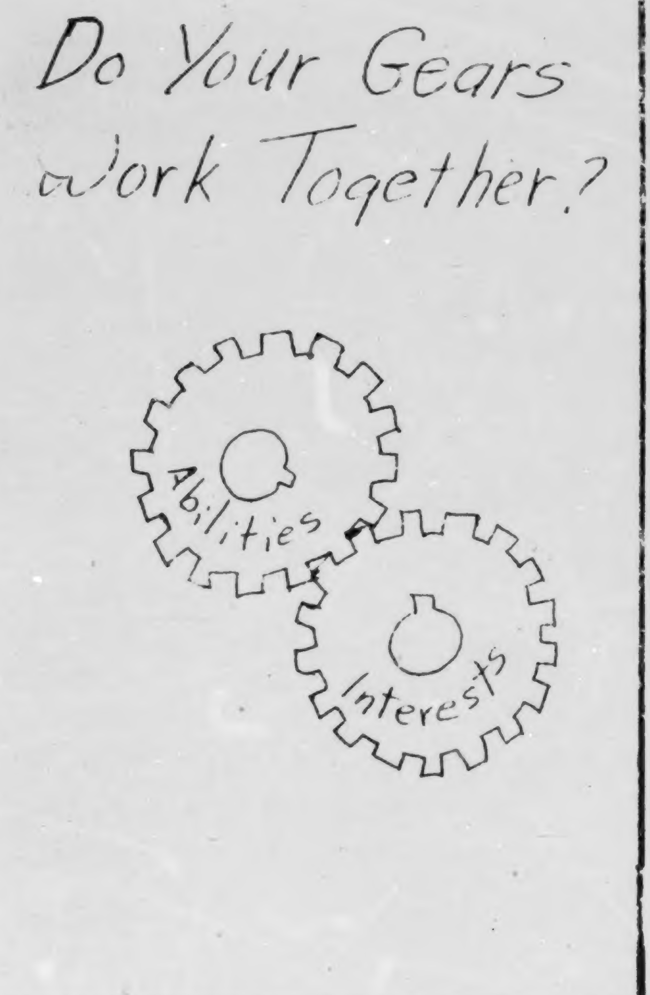
Occupational Grab Bag - Pupil draws a job card and must act it out or explain duties involved.

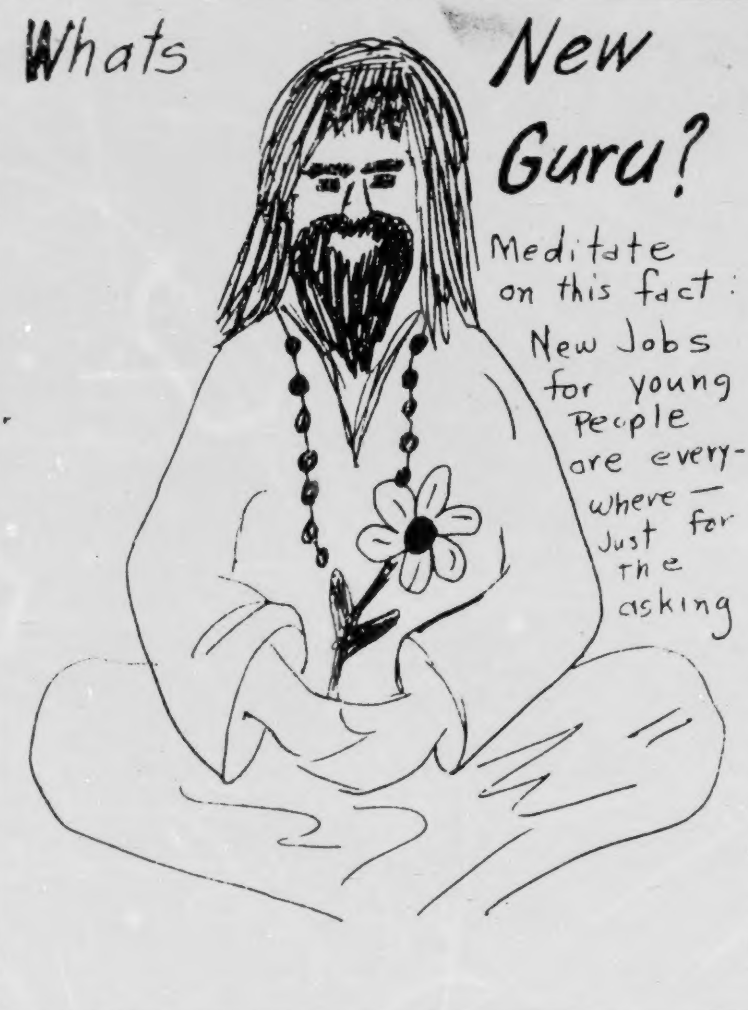
Alphabetical Occupations - Use letter cards. Pupils must give an occupation which begins with the letter drawn.

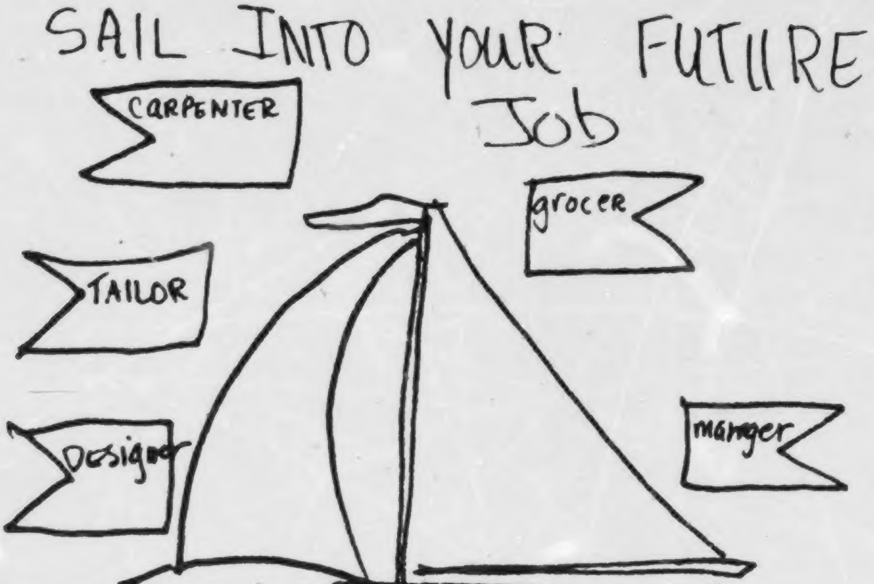
This Is Your Life - Have a pupil choose a career and have another pupil tell about his classmate's life.

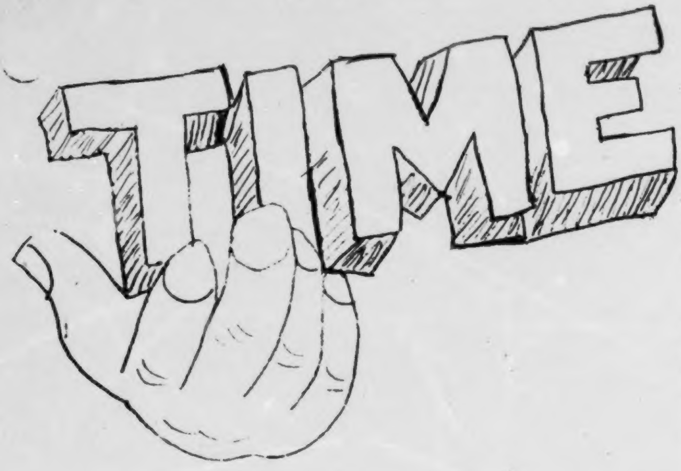
Commercial Games

Stocks and Bonds - Parker Bros.
Careers - Parker Bros.
Dig - Parker Bros.
Life - Milton Bradley
Monopoly - Parker Bros.

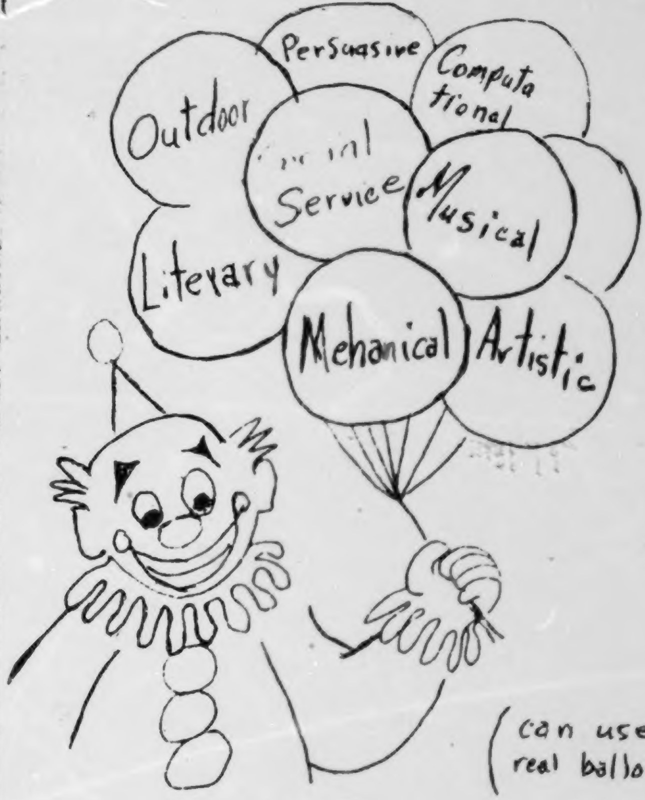

Do Your Gears Work Together?
Abilities
Interests


Whats New Guru?
Meditate on this fact: New Jobs for young People are every-where — Just for the asking


SAIL INTO YOUR FUTURE Job
CARPENTER
grocer
TAILOR
Designer
manger



What You do with it NOW Shapes your future


Persuasive
Computa tional
Outdoor
Social Service
Musical
Literary
Mehanical
Artistic

(can use real balloons

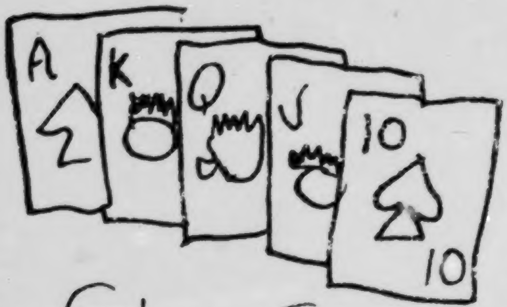
Choose Your Interests

Which One Would You Hire ?

Report Card	
English	A
Math	B+
—	A
—	B
Absencie's	0

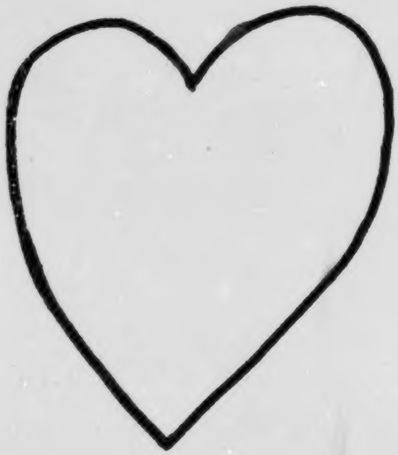
Report Card	
English	D
Math	C-
—	F
—	D
Absencies	10

Deal yourself a winning hand in the game of life.



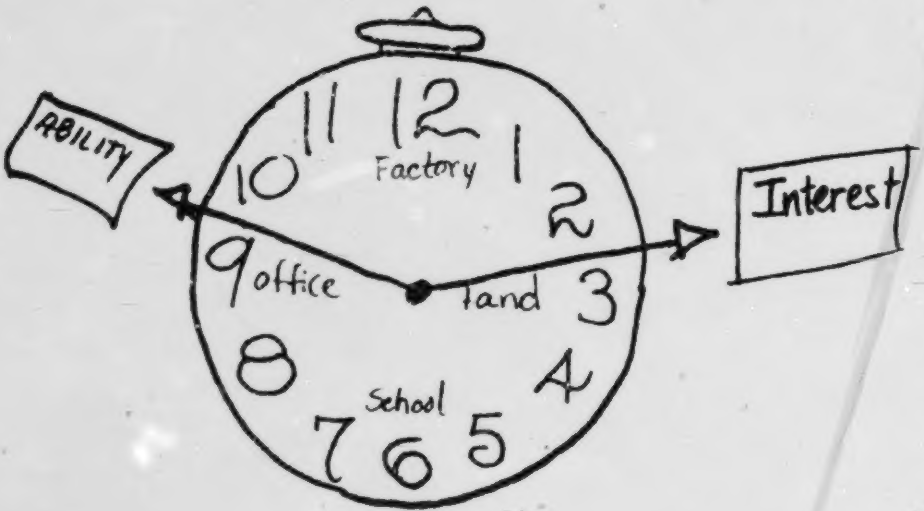
Get an Education!

PUT YOUR



IN YOUR WORK

What Makes You Tick?


ABILITY
Interest
12
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5
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8
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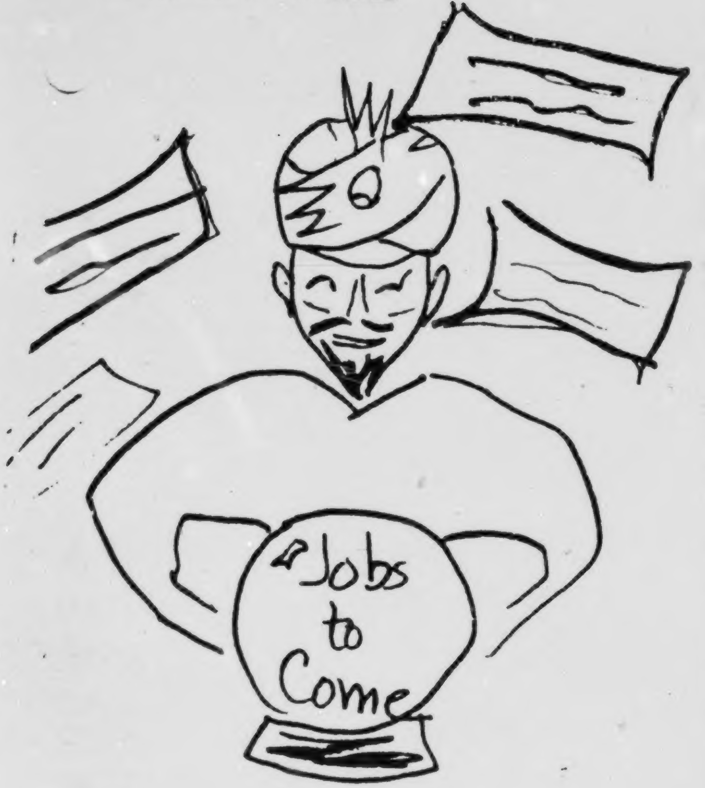
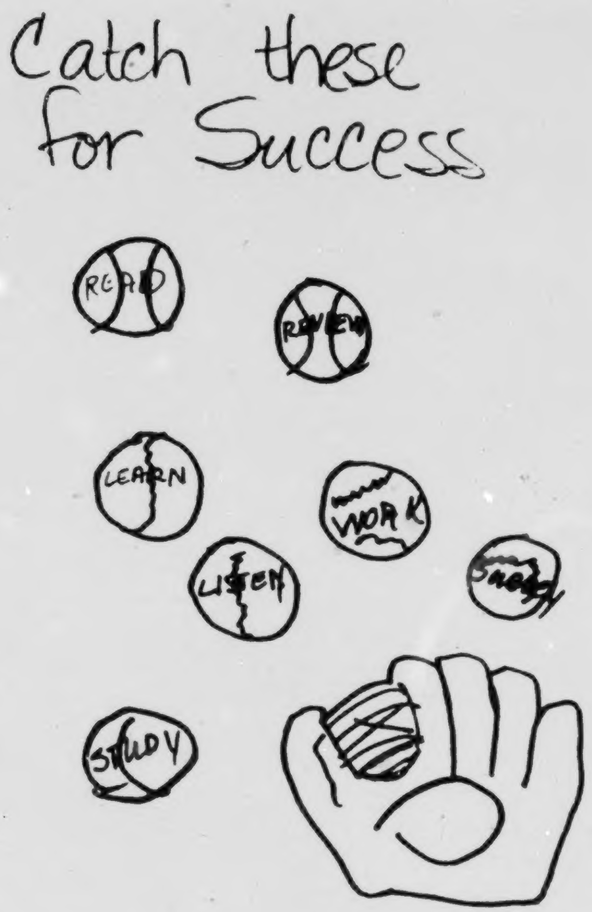
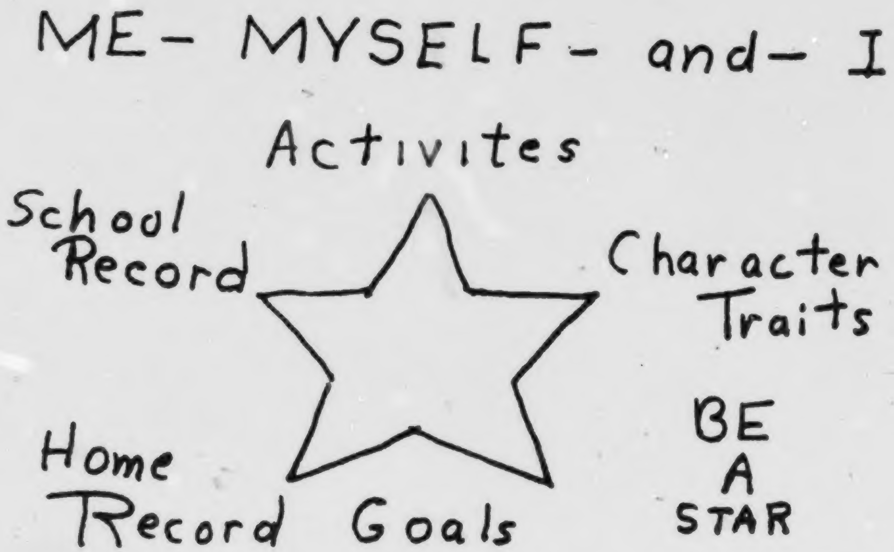
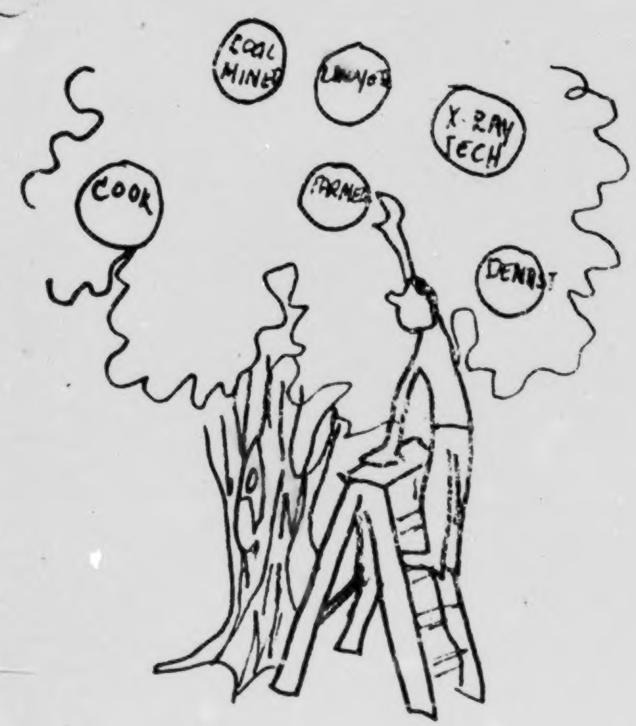
10
11
Factory
office
land
School


Jobs
to
Come

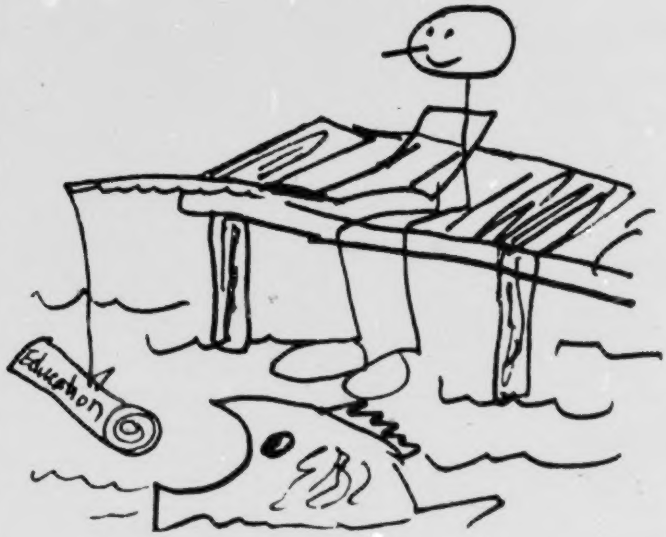

Catch these
for Success
READ
REVIEW
LEARN
WORK
LISTEN
Energy
STUDY


ME- MYSELF- and- I
Activites
School
Record
Character
Traits
Home
Record
Goals
BE
A
STAR

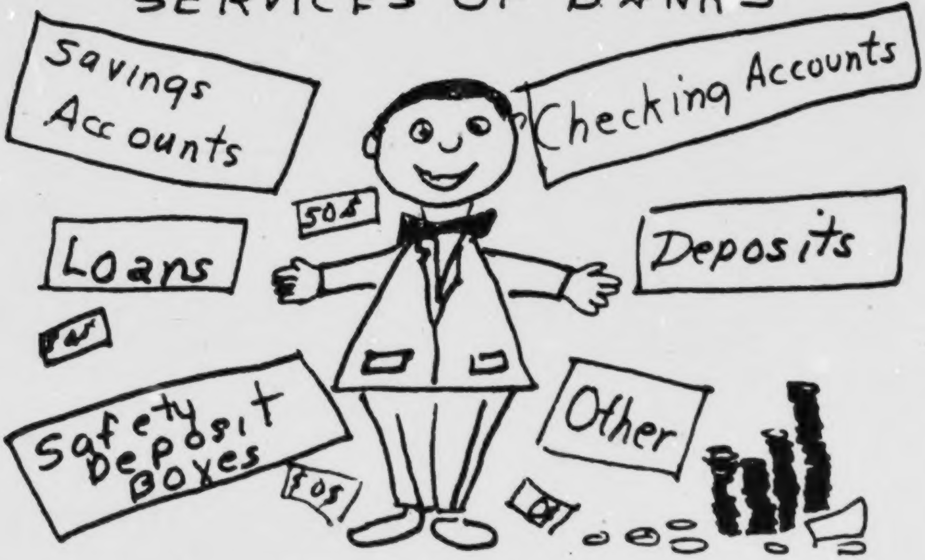
Which Job Will you PICK?


COAL MINER
LAWYER
X-RAY TECH
COOK
FARMER
DENTIST

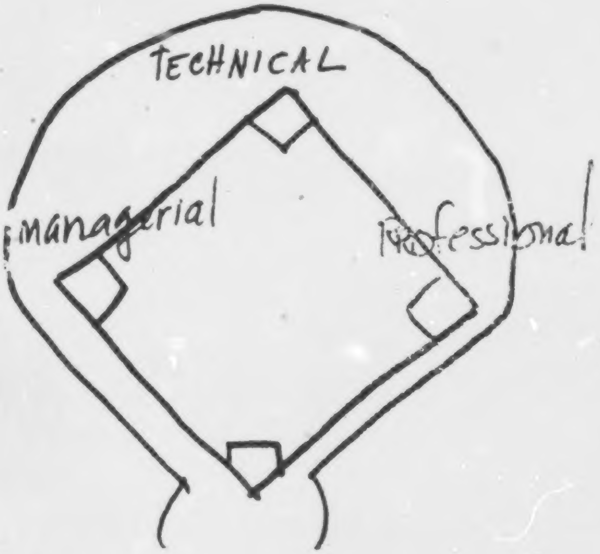
Fishing for an occupation? Use the best bait!



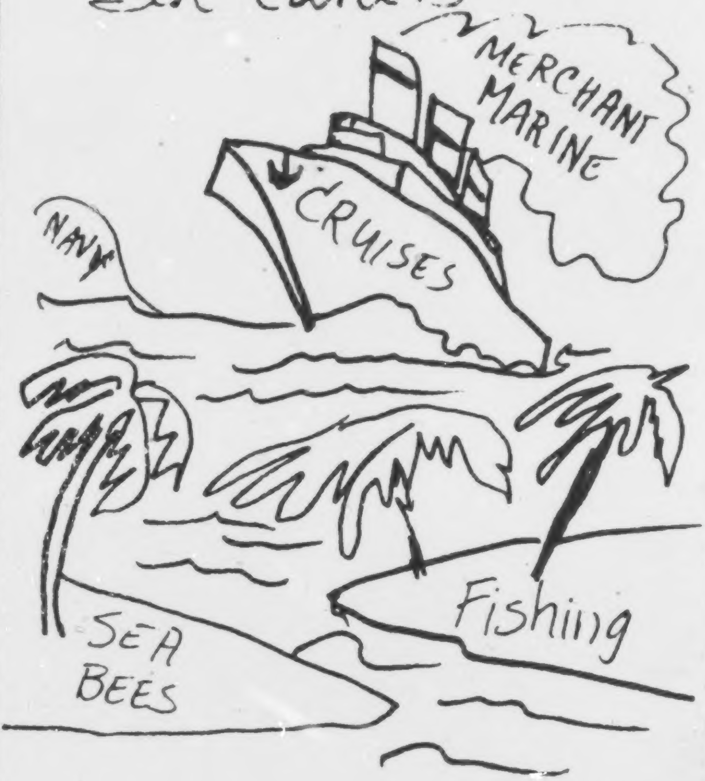
SERVICES OF BANKS

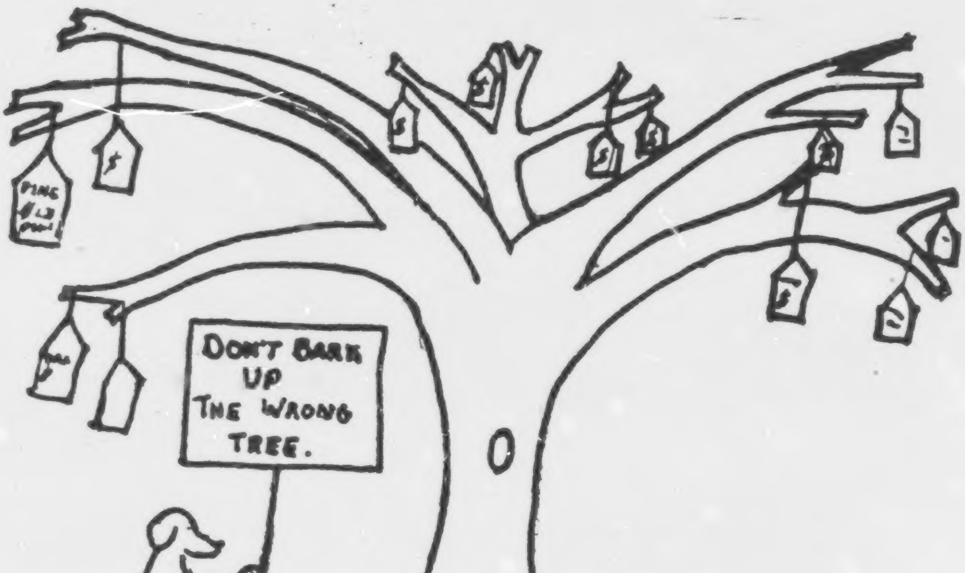

Savings Accounts
Checking Accounts
50$
Loans
Deposits
Safety Deposit Boxes
Other

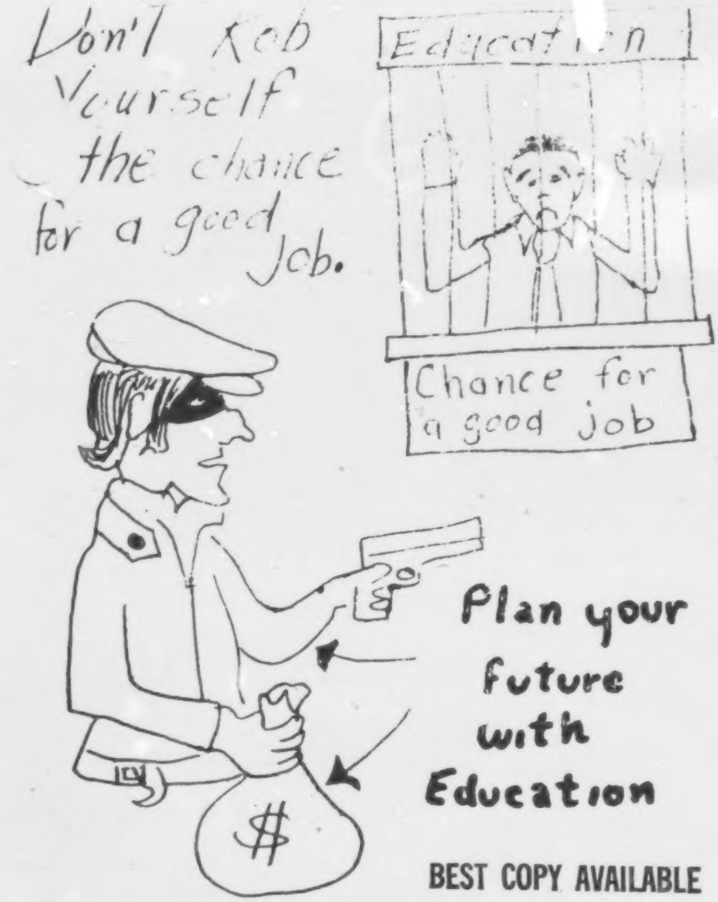
Will You Reach One f these Occupations When you are at Bat?

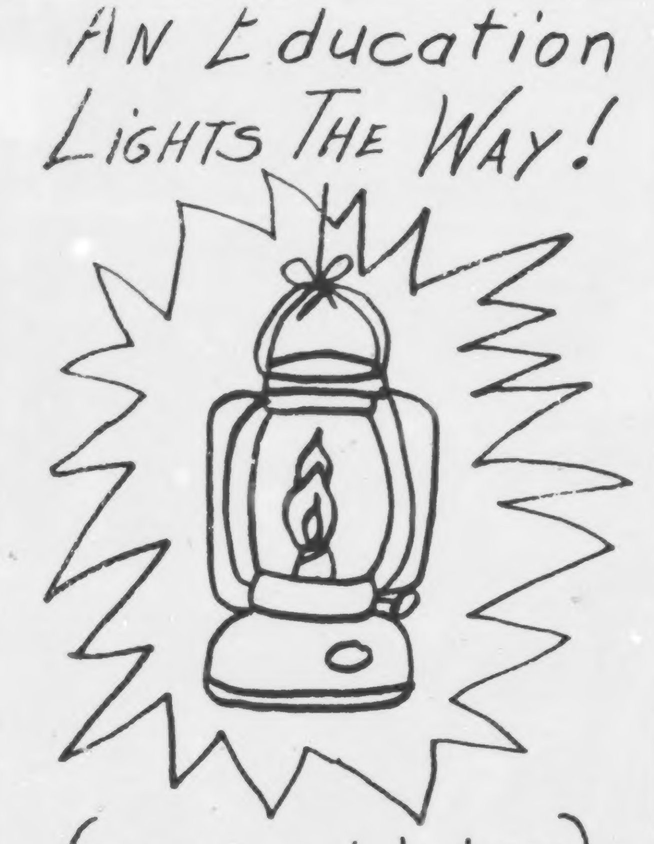

TECHNICAL
managerial
Professional

Sailing Along in Sea Careers


MERCHANT MARINE
CRUISES
NAVY
SEA BEES
Fishing


PINE #13
$
DON'T BARK UP THE WRONG TREE.
(current wood prices—lumberyard)


Don't Rob Yourself the chance for a good Job.
Education
Chance for a good job
$
Plan your future with Education

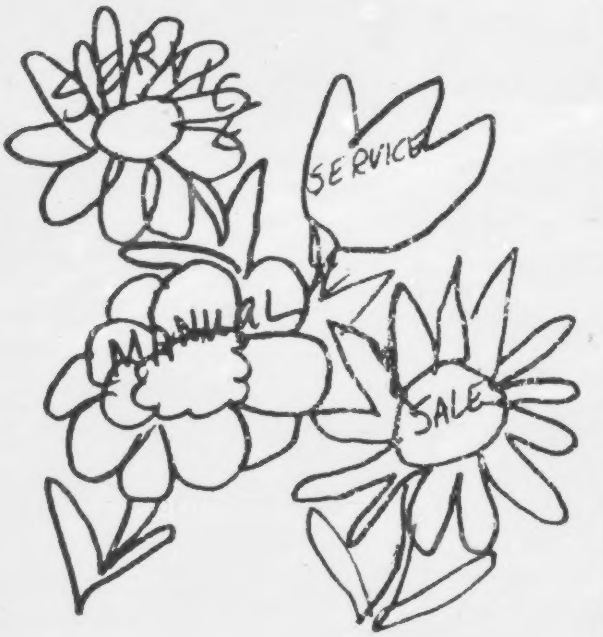

AN Education LIGHTS THE WAY!

(use a real lantern)

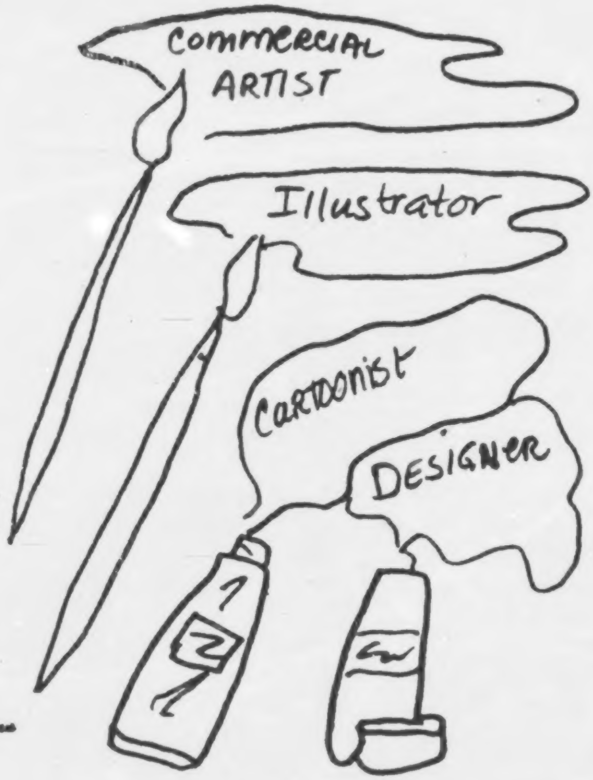
Worker Riddles

1) make up riddles
2) put picture answer underneath

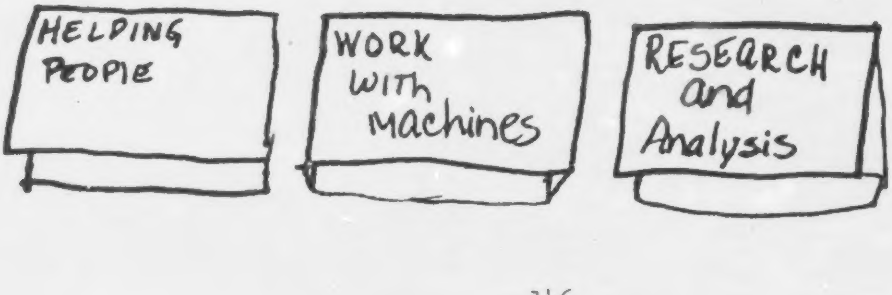
Blossom out in your knowledge of occupations


SERVING
SERVICE
MANUAL
SALE

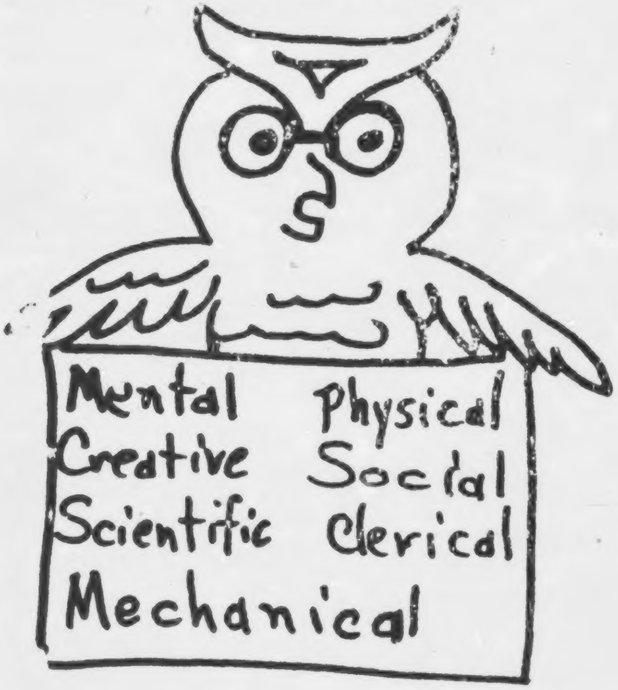
COLORFUL CAREERS


COMMERCIAL ARTIST
Illustrator
Cartoonist
DESIGNER

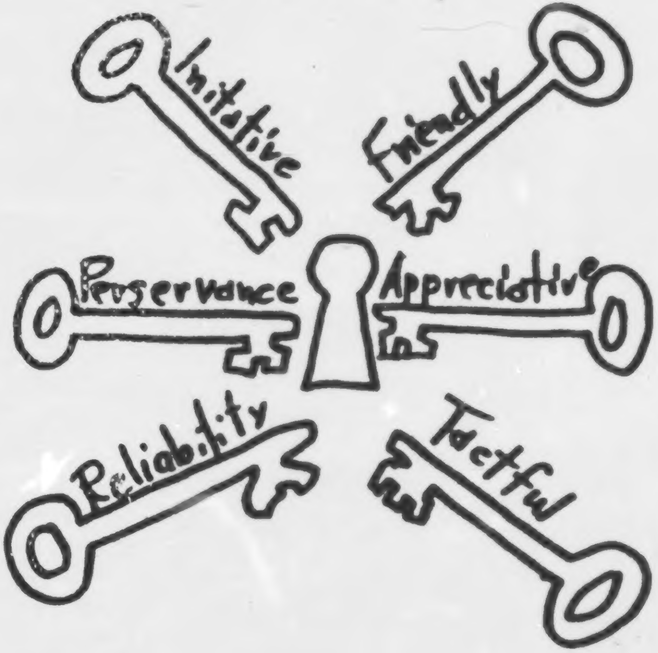
Do Not look under these flaps


HELPING PEOPLE
WORK WITH Machines
RESEARCH and Analysis

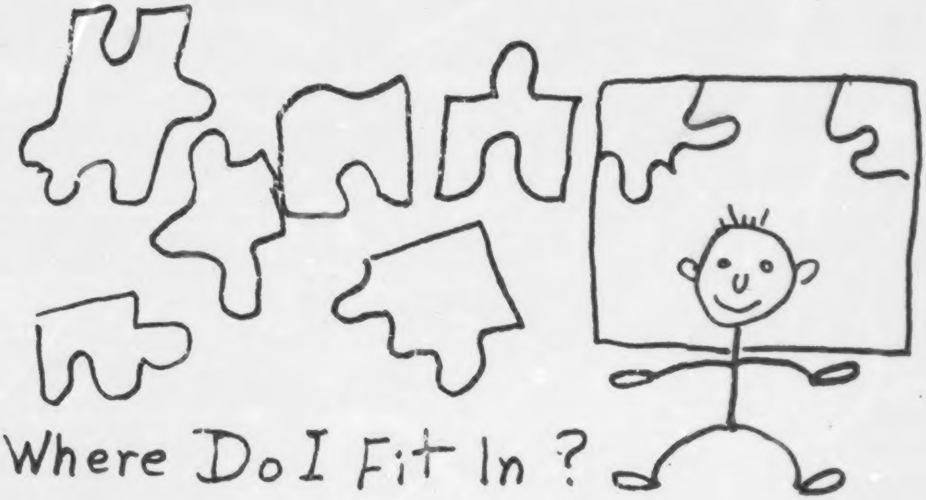
Hoot about Your Abilities


Mental
Physical
Creative
Social
Scientific
Clerical
Mechanical

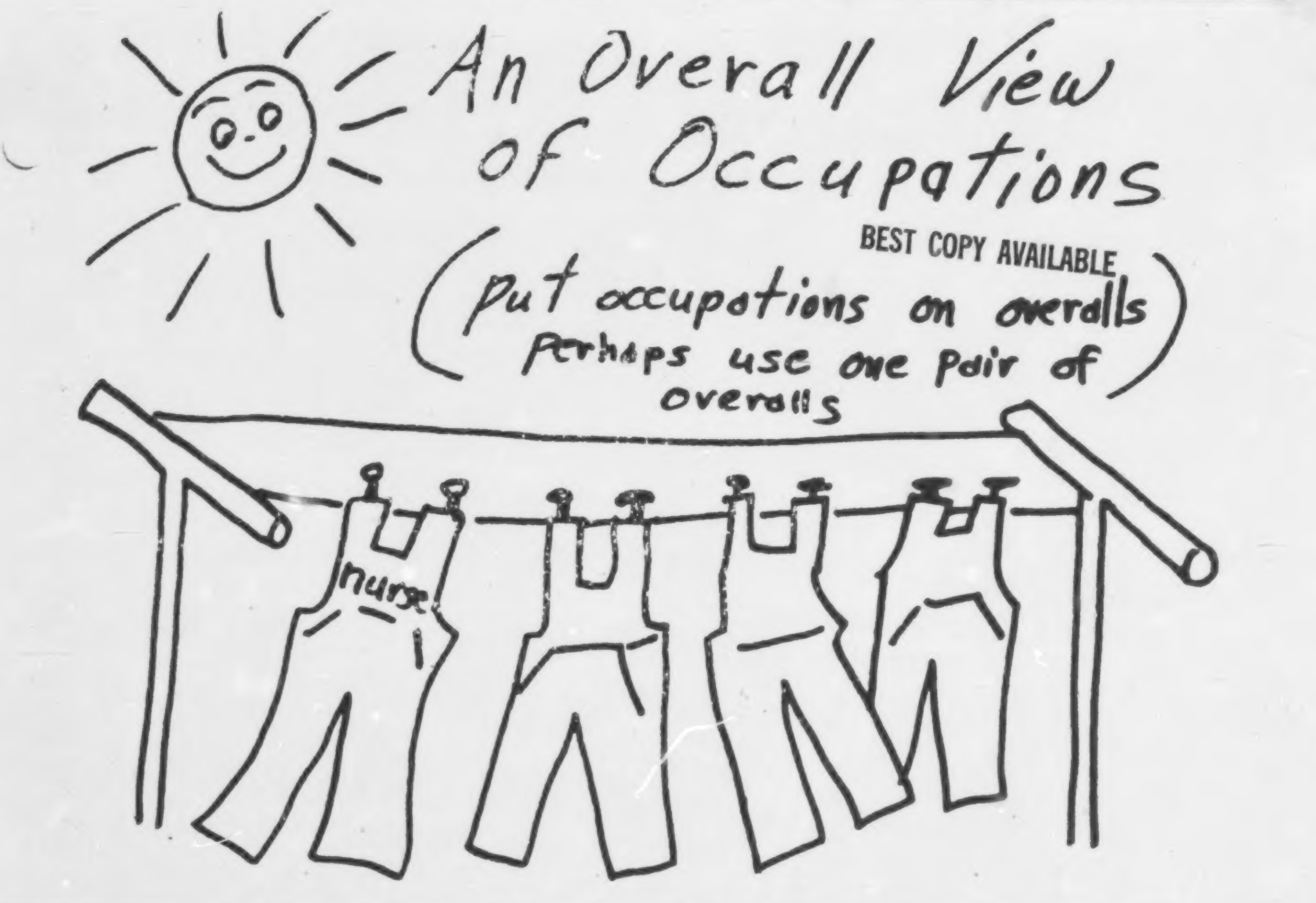
Do you have the Keys to a good Personality?

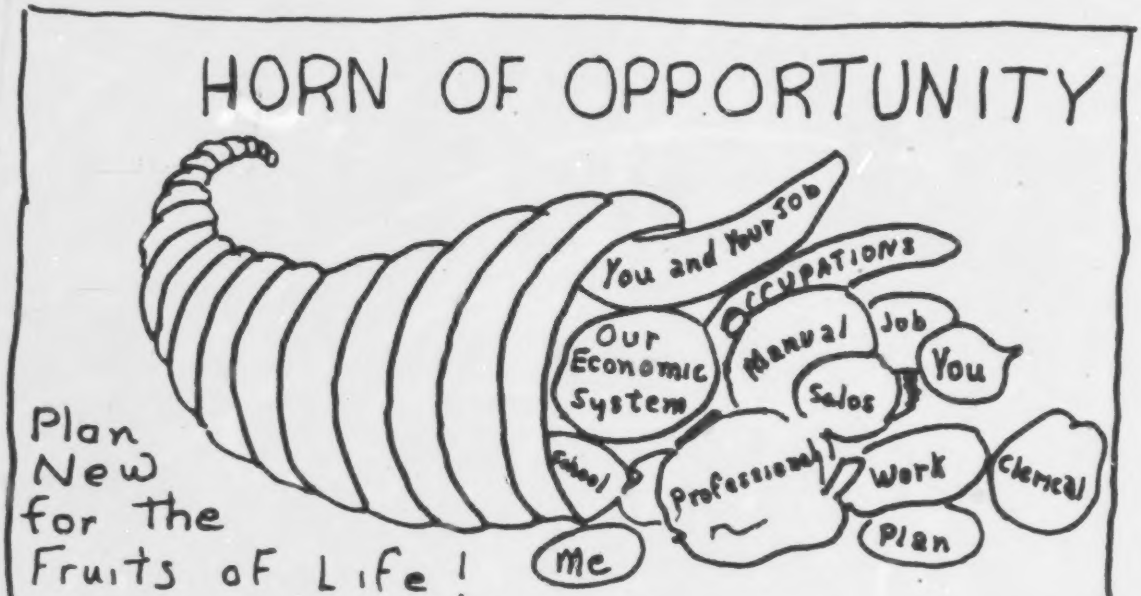

Initiative
Friendly
Perservance
Appreciative
Reliability
Tactful

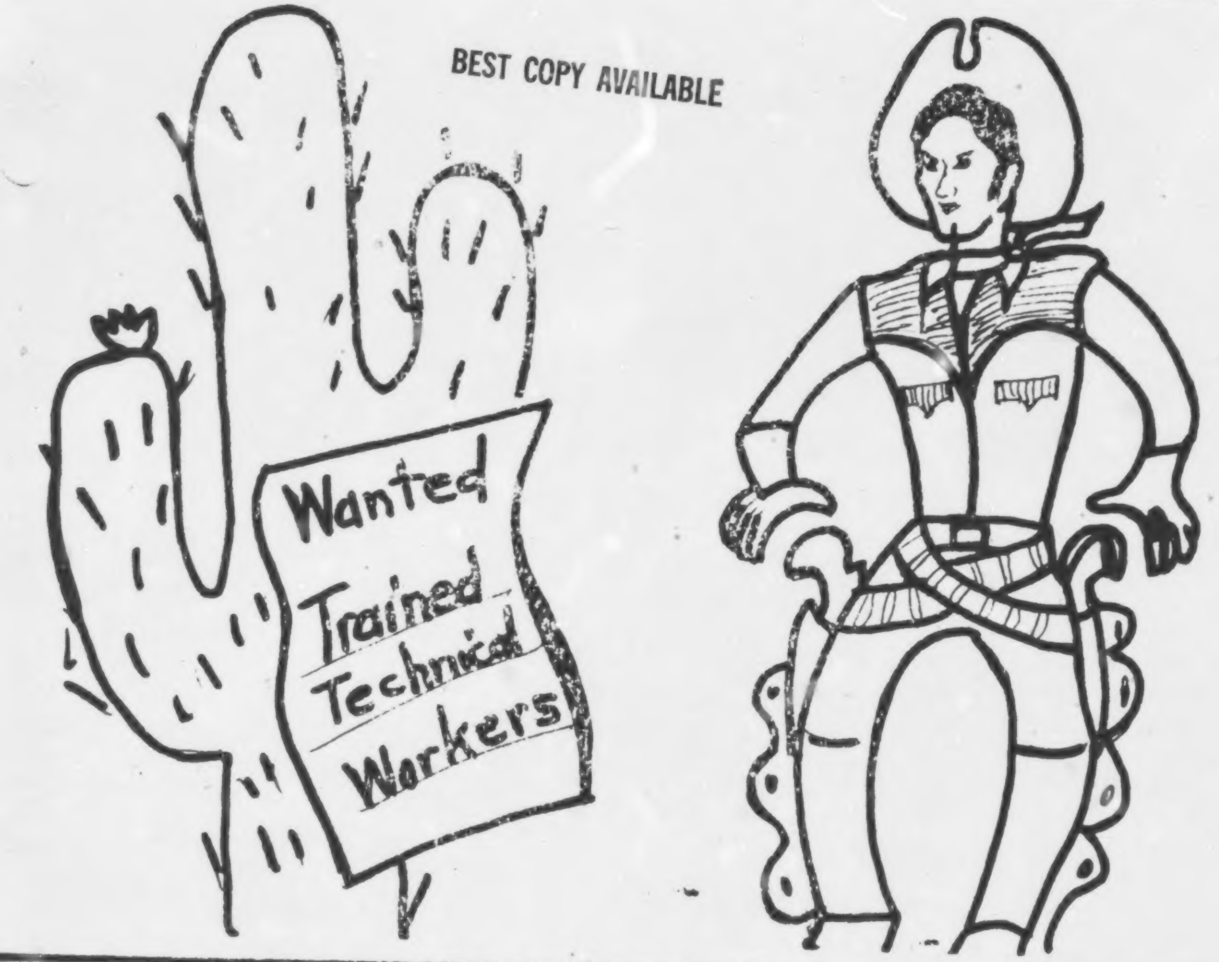
The OCCUPATION PUZZLE

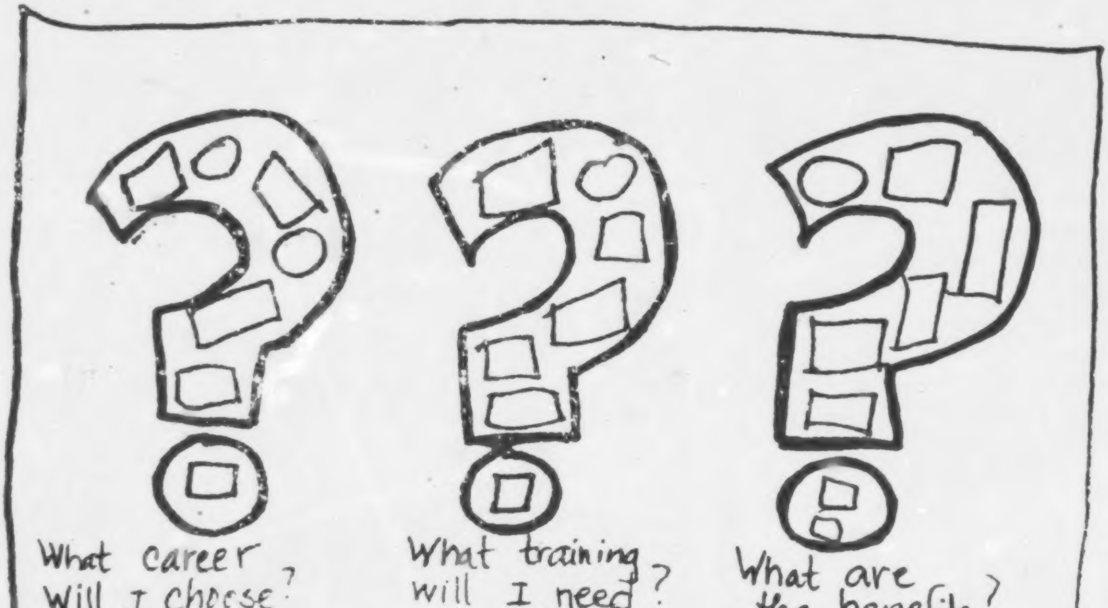


Where Do I Fit In?

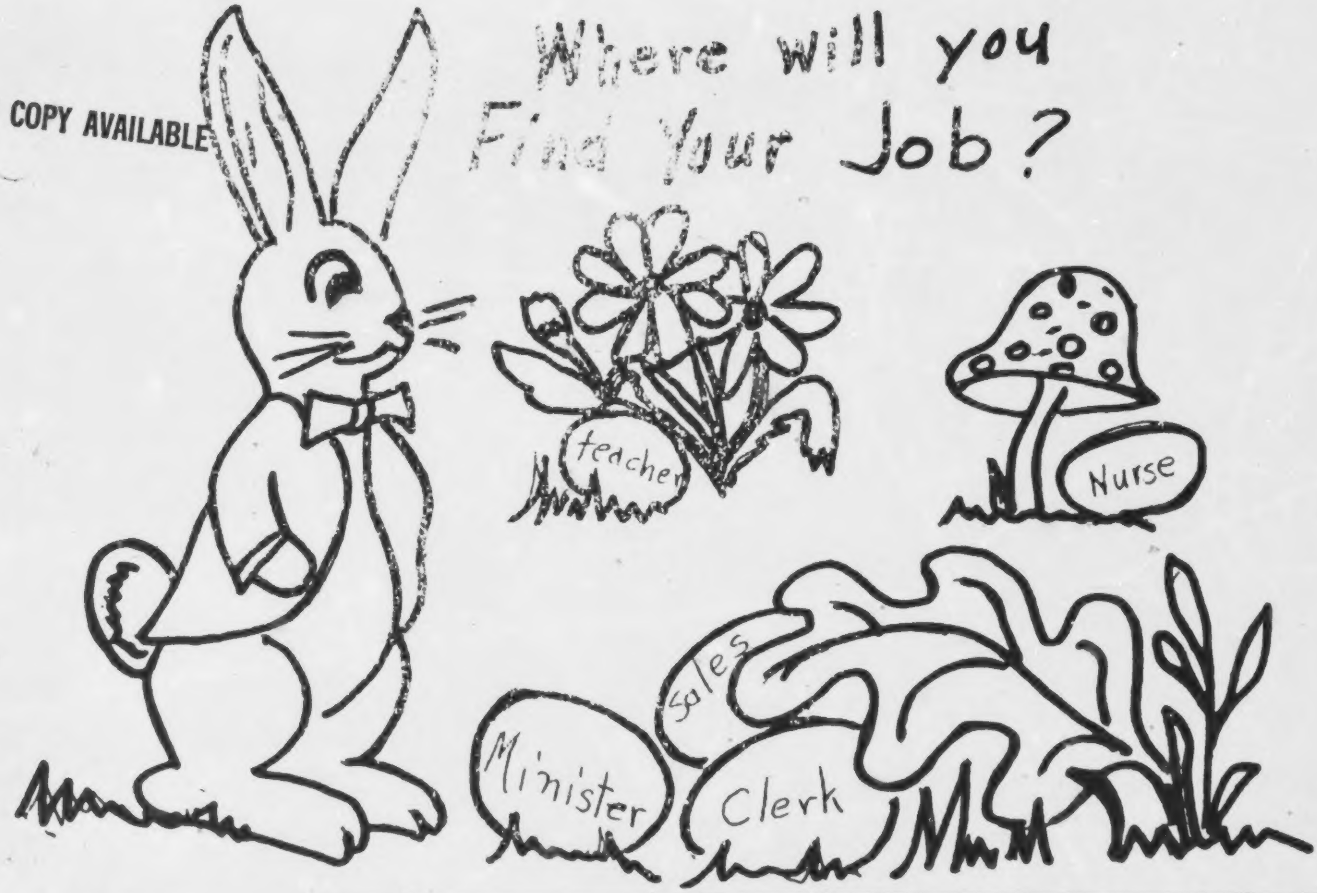

An Overall View of Occupations
(put occupations on overalls perhaps use one pair of overalls)
nurse

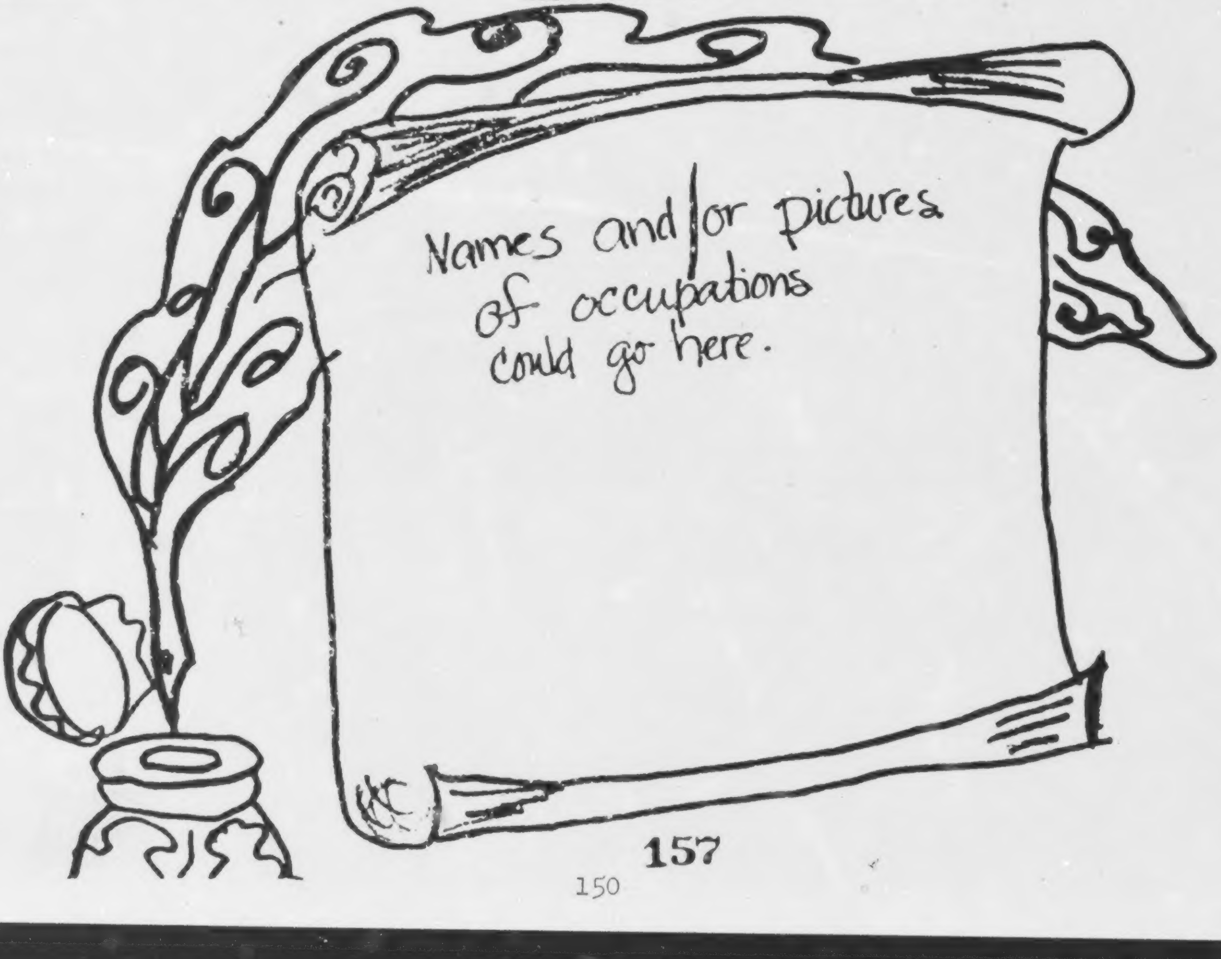

HORN OF OPPORTUNITY
You and Your Job
OCCUPATIONS
Our Economic System
Manual
Job
You
Sales
School
Professional
Work
Clerical
Plan
Me
Plan New for the Fruits of Life!


Wanted
Trained
Technical
Workers


What career will I choose?
What training will I need?
What are the benefits?

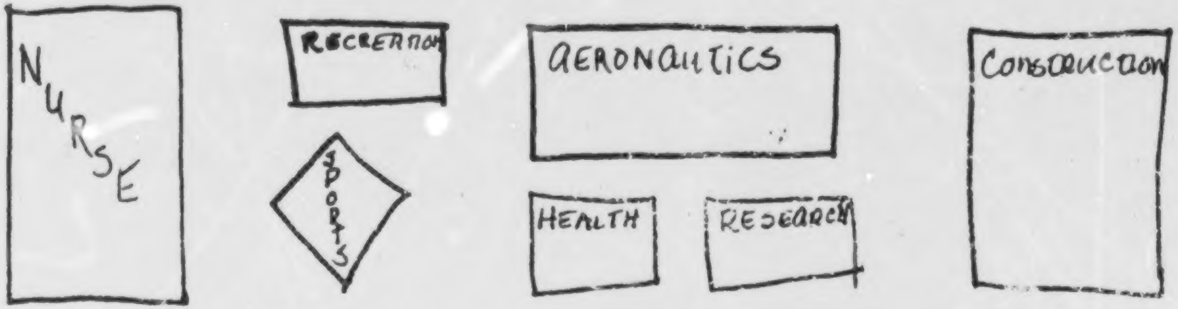
Where will you Find Your Job?

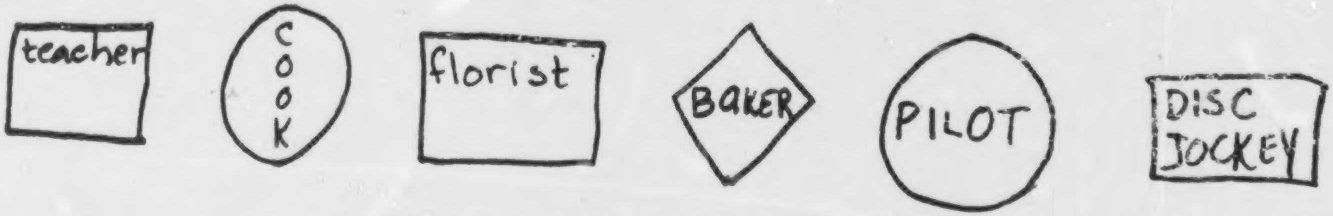

teacher
Nurse
Sales
Minister
Clerk



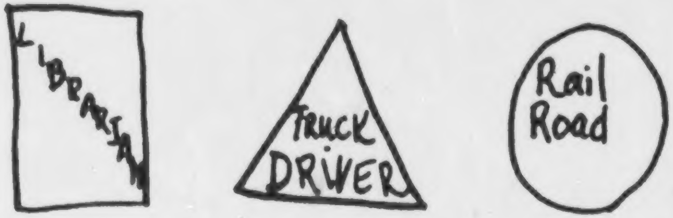
Names and/or pictures of occupations could go here.

Talk About Jobs
(the truth, the whole truth, and nothing but the truth)

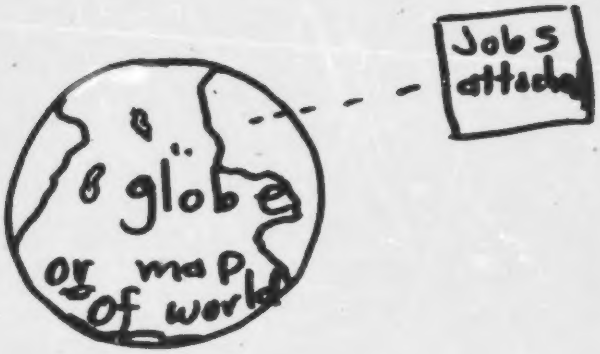

NURSE
RECREATION
SPORTS
AERONAUTICS
HEALTH
RESEARCH
CONSTRUCTION


teacher
COOK
florist
BAKER
PILOT
DISC JOCKEY

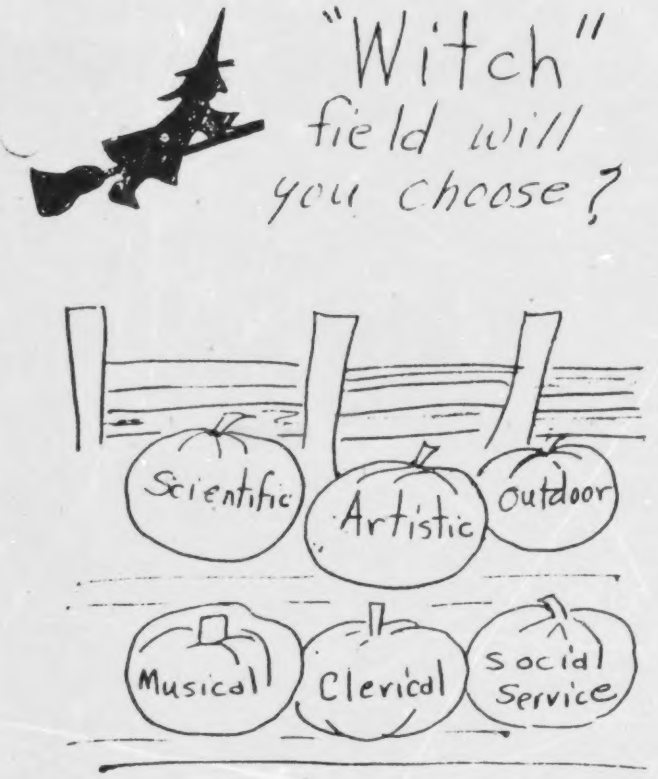
This morning I looked into the mirror
and saw that I had turned into a ___?___


LIBRARIAN
TRUCK DRIVER
Rail Road

Our world of work


globe
or map
of world
Jobs
attached

(General introduction)



"Witch" field will you choose?

Scientific
Artistic
Outdoor
Musical
Clerical
Social Service

Will you choose your life's work Blindfolded?

Transportation

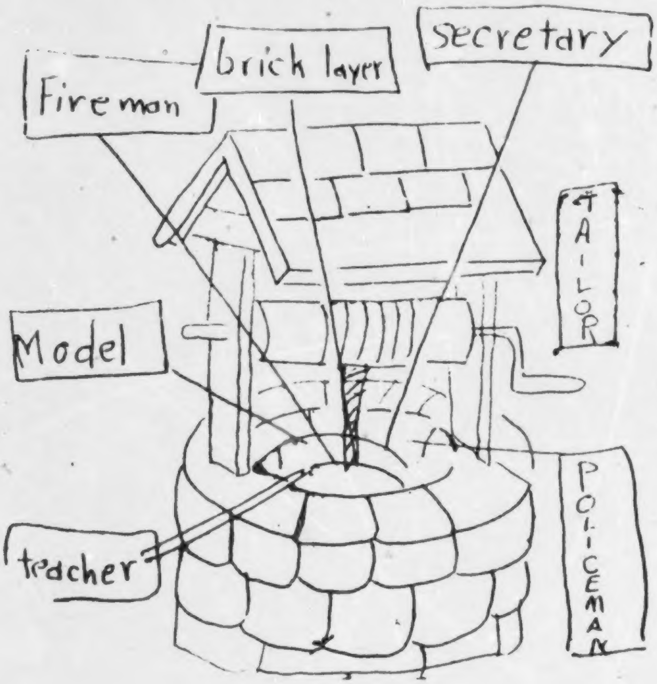
Then

☐ ☐ ☐ ☐

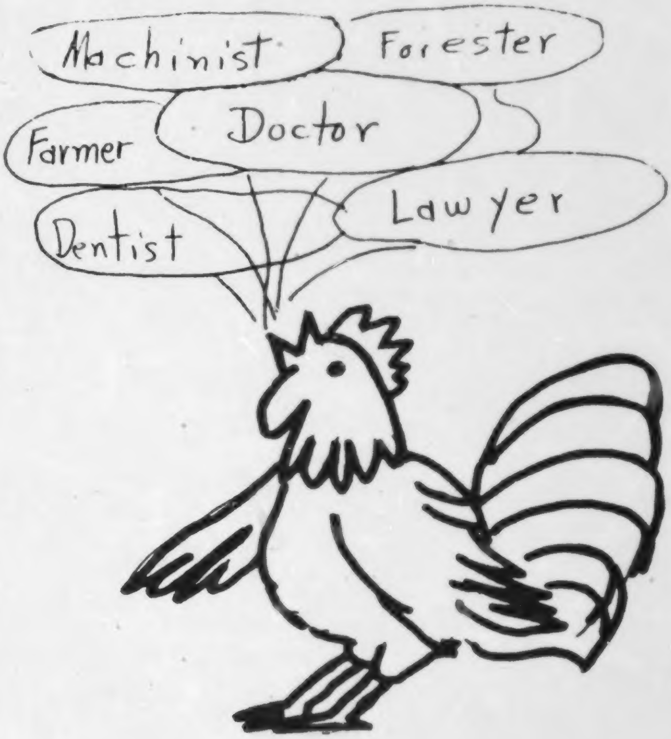
and now

☐ ☐ ☐ ☐

What will you draw from the well of occupations?


Fireman
brick layer
secretary
TAILOR
Model
POLICEMAN
teacher

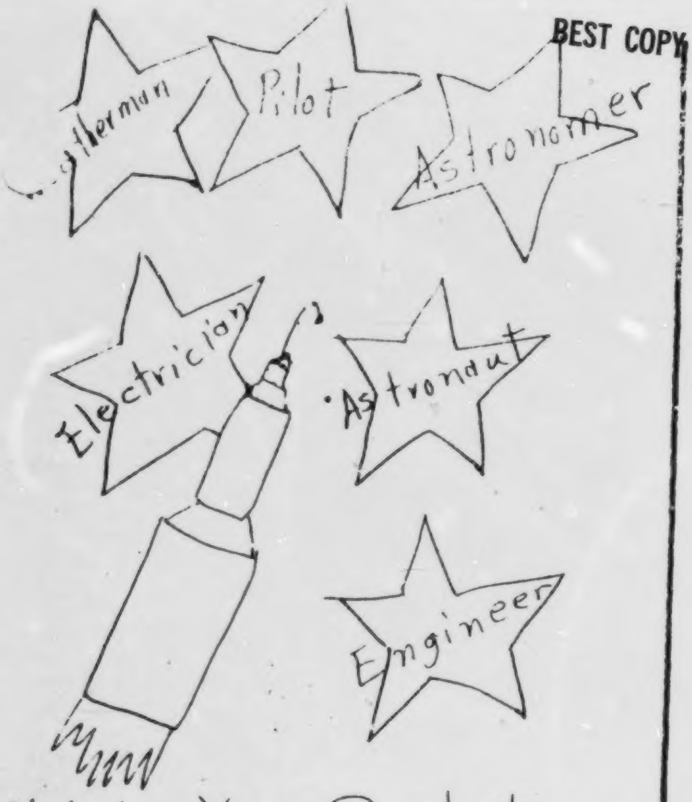
Careers Worth Crowing About!


Machinist
Forester
Farmer
Doctor
Lawyer
Dentist

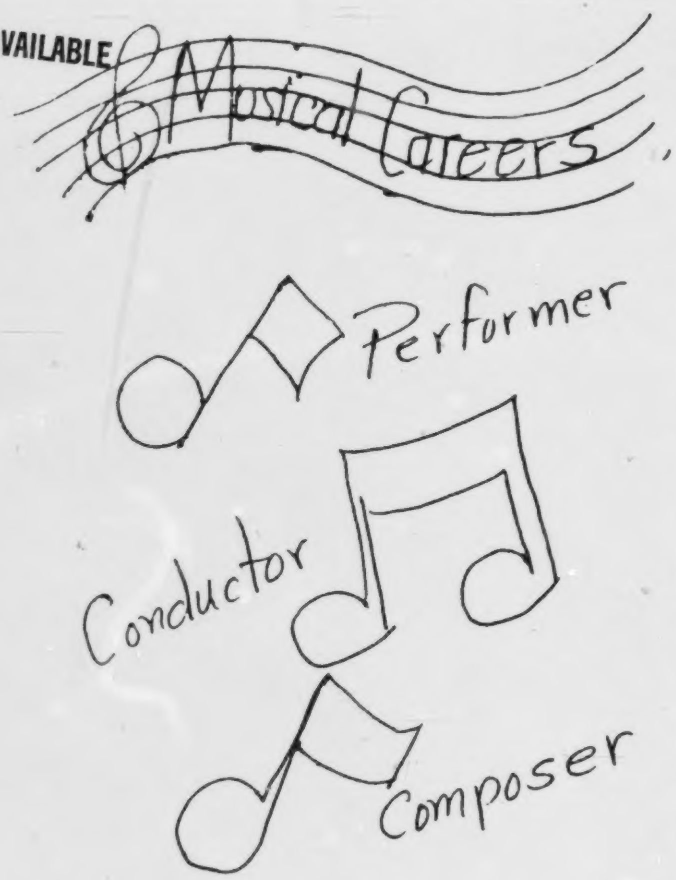
What to be --------
from A to Z

A. astronaught
B
C

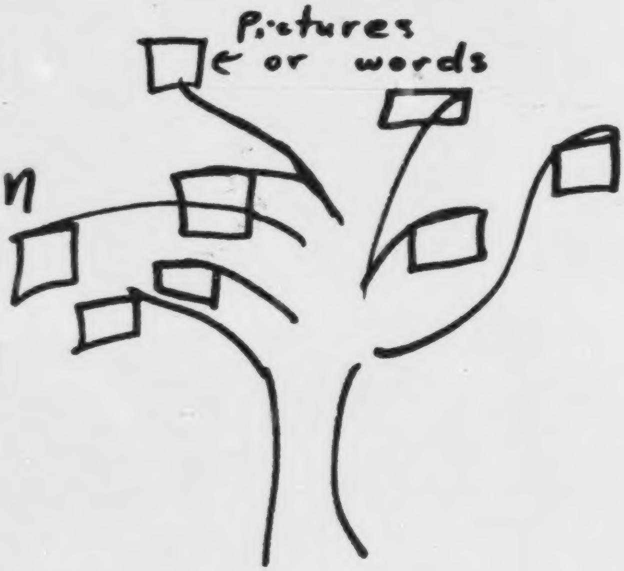
(pictures of occupation)

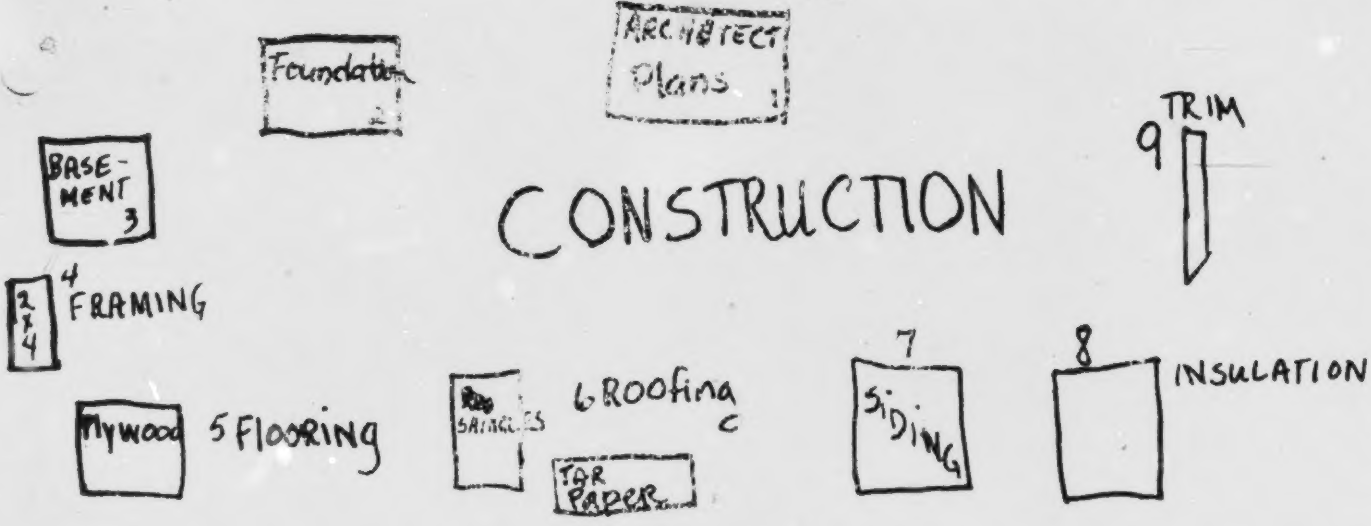

sherman
Pilot
Astronomer
Electrician
Astronaut
Engineer

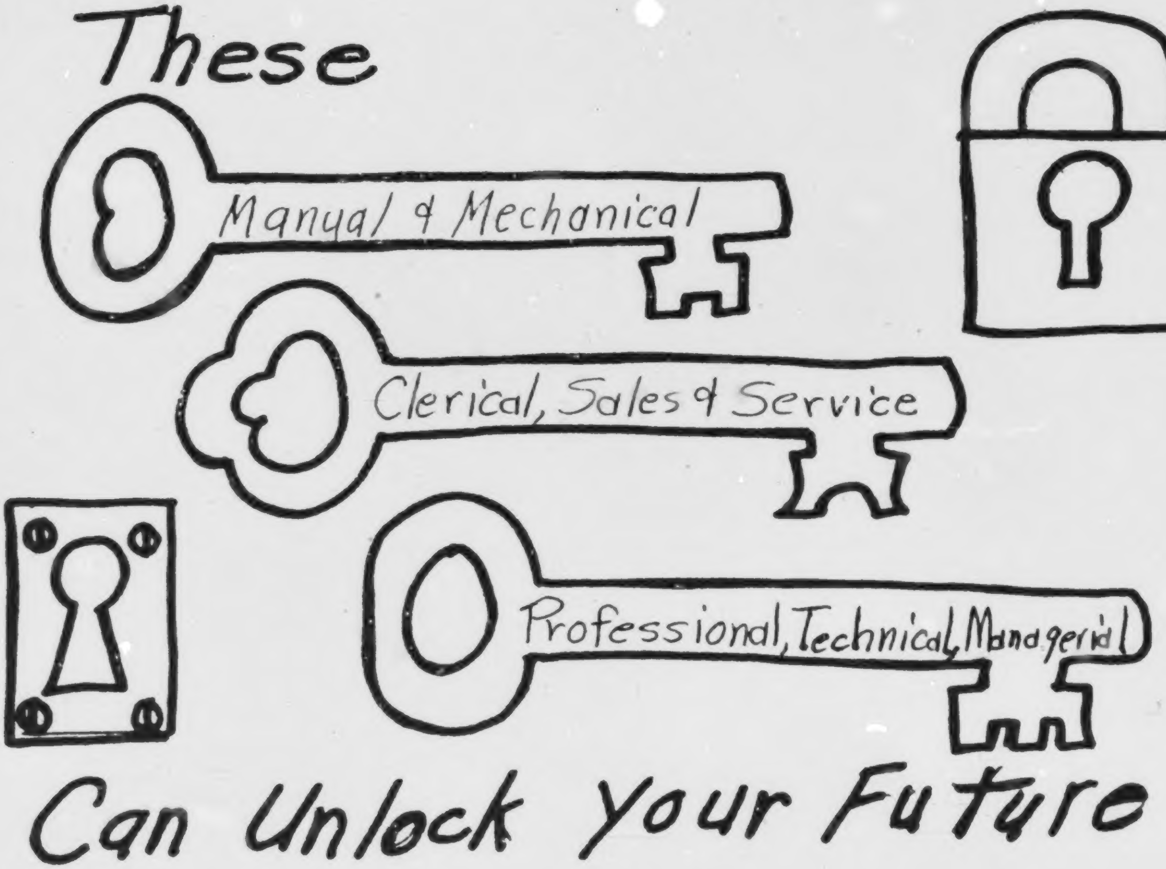
Hitch Your Rocket
to a Star!

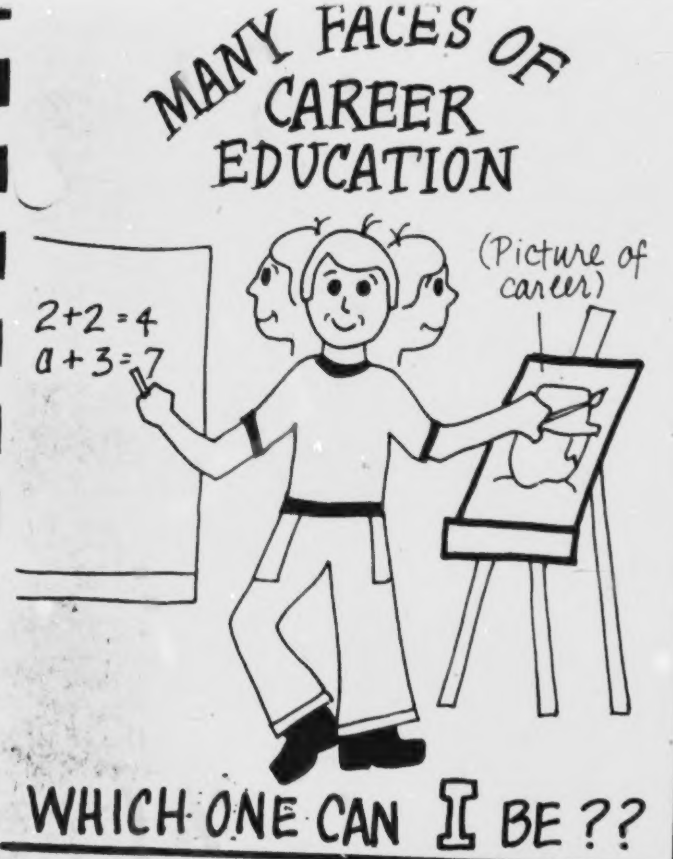

Musical Careers
Performer
Conductor
Composer

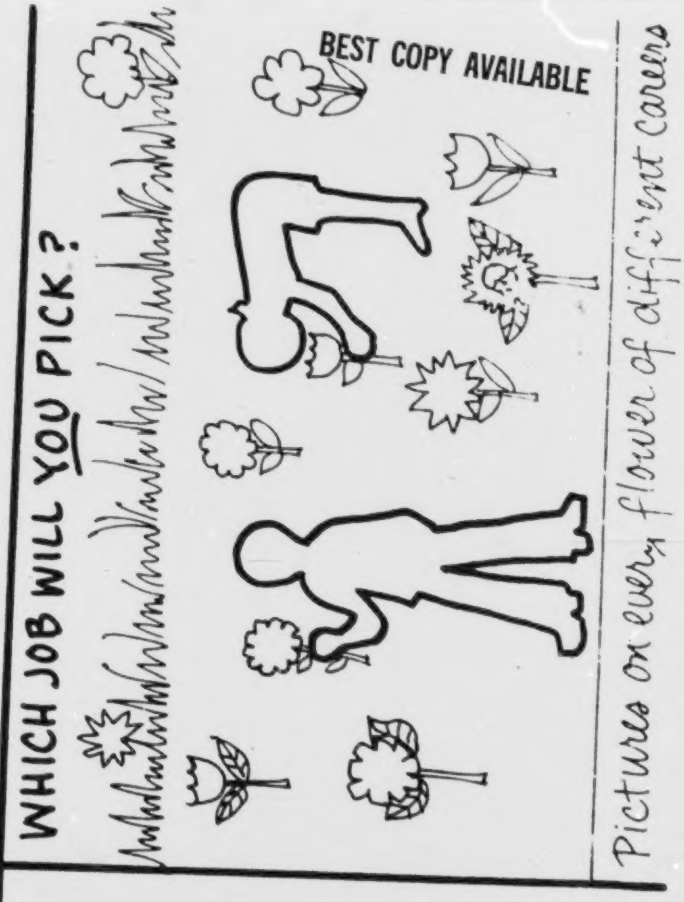
What to
be when
I grow
up?

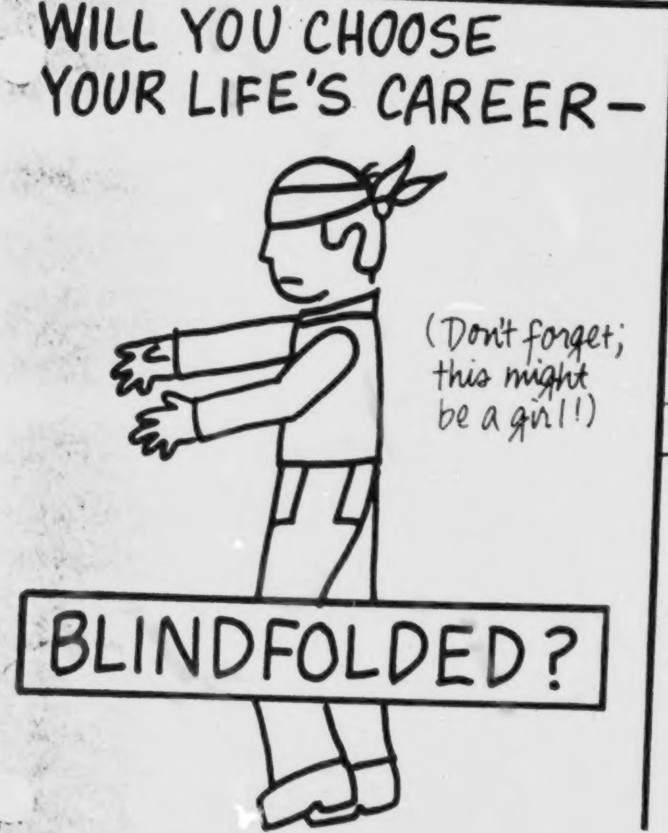

Pictures
or words

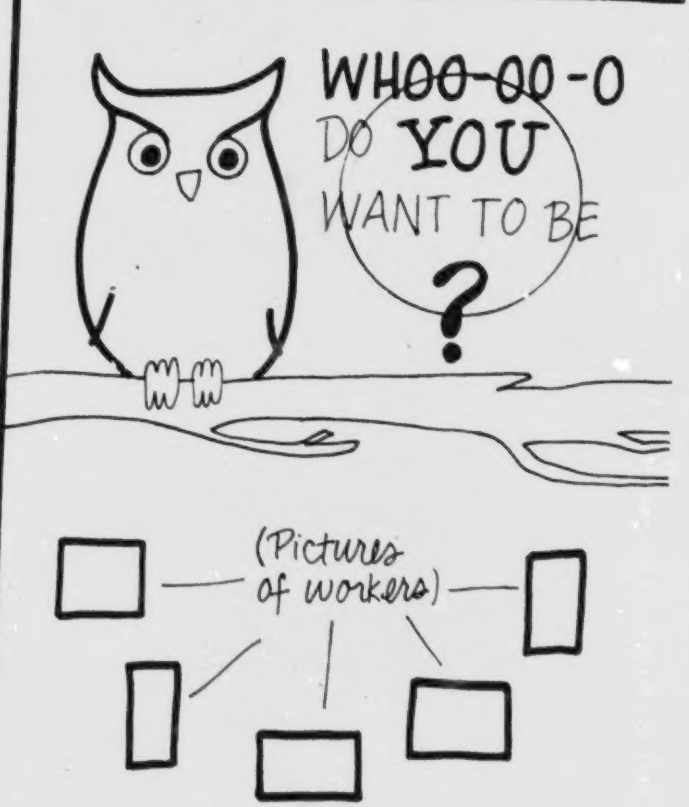

ARCHITECT
Plans
1
Foundation
2
BASE-
MENT
3
CONSTRUCTION
9
TRIM
2
X
4
4
FRAMING
Plywood
5 FLOORING
SHINGLES
6 ROOFING
TAR
PAPER
7
SIDING
8
INSULATION


These
Manual & Mechanical
Clerical, Sales & Service
Professional, Technical, Managerial
Can Unlock your Future

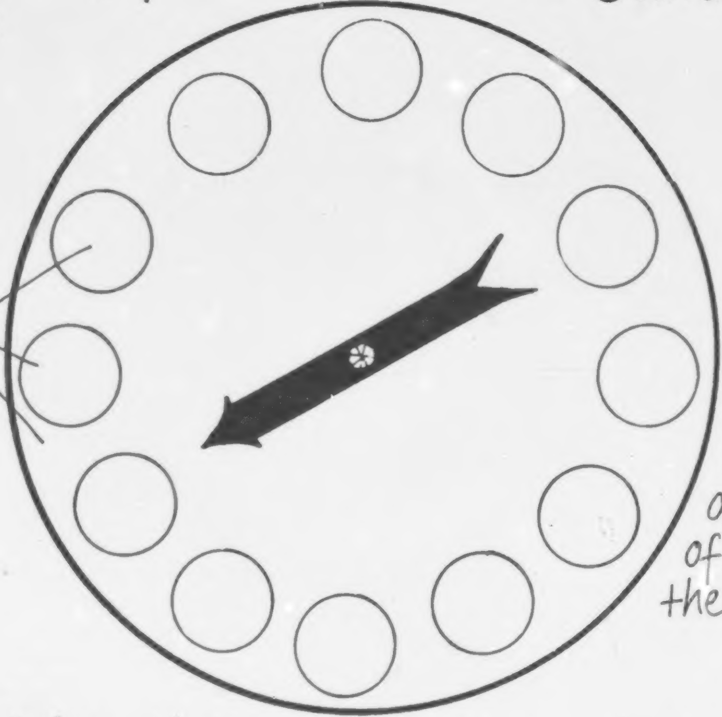

MANY FACES OF
CAREER
EDUCATION
2+2=4
a+3=7
(Picture of career)
WHICH ONE CAN I BE??


WHICH JOB WILL YOU PICK?
Pictures on every flower of different careers


WILL YOU CHOOSE
YOUR LIFE'S CAREER—
(Don't forget; this might be a girl!)
BLINDFOLDED?


WHOO-OO-O
DO YOU
WANT TO BE
?
(Pictures of workers)

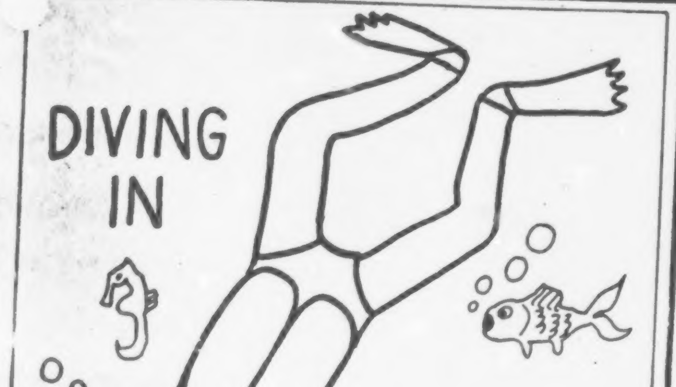
~ Spin-A-Career Game ~



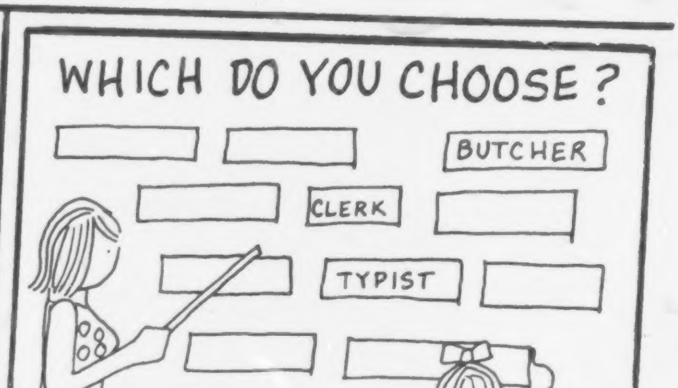
Pictures of career people

Children sit in circle, take turns spinning arrow. & then pantomime or tell about the career of the person in the picture.

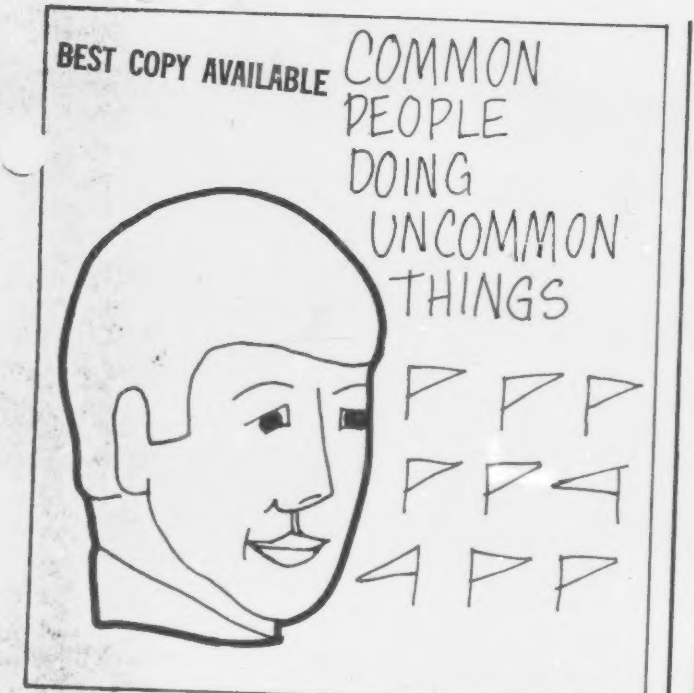
Use two sheets of oak tag for circle.


DIVING IN
FOR MY CAREER

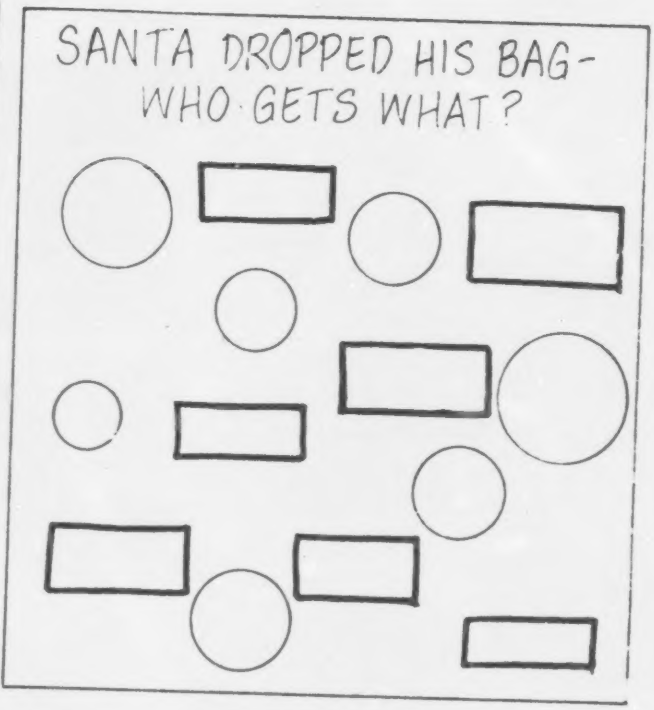
ver's suit & lettering could be aluminum foil. Deep blue background. Sea animals drawn by children.


WHICH DO YOU CHOOSE?
BUTCHER
CLERK
TYPIST
?

1. Use real material for clothes.
2. Orange circles for heads.
3. Black yarn or felt marker for hair.
4. White blocks - black lettering.


COMMON
PEOPLE
DOING
UNCOMMON
THINGS

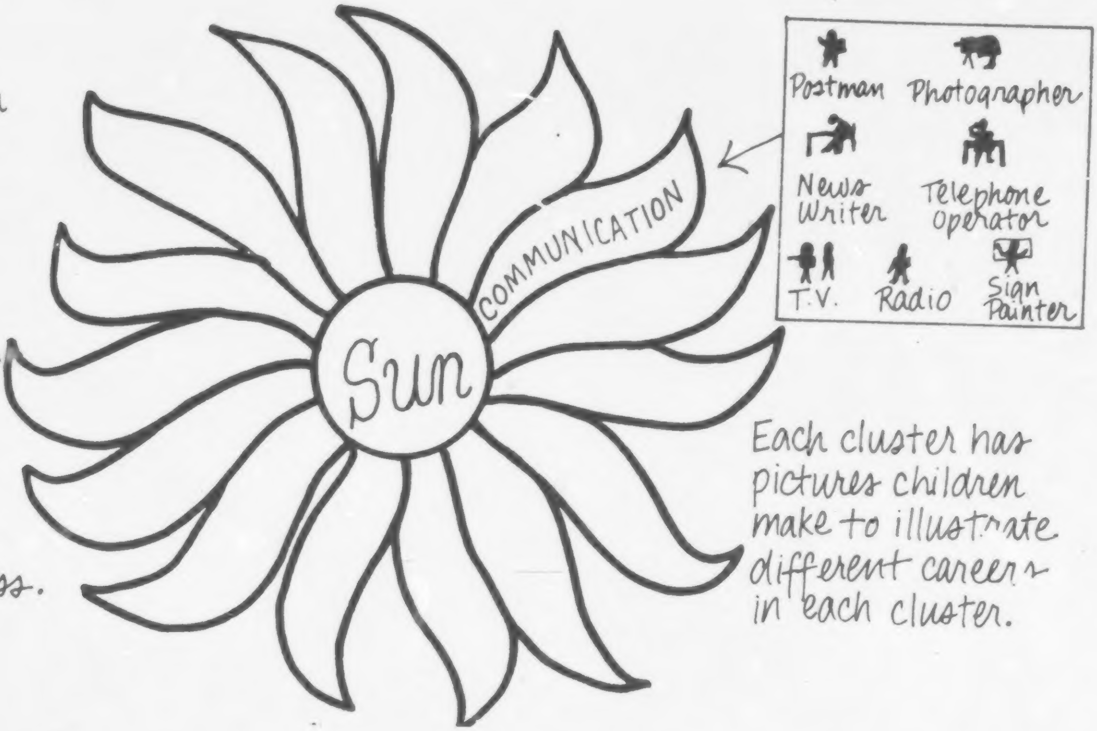
Ask children to watch paper, magazines & T.V. and keep adding pennants to bulletin board.


SANTA DROPPED HIS BAG-
WHO GETS WHAT?

Squares represent different careers and circles represent items familiar to each career.

SUN GIVES US ENERGY

Use orange construction paper for beams.


Sun
COMMUNICATION
Postman
Photographer
News Writer
Telephone operator
T.V.
Radio
Sign Painter

15 rays →

Rays can be 15 inches or less.

Each cluster has pictures children make to illustrate different careers in each cluster.

THE FARMER PRODUCES GOODS

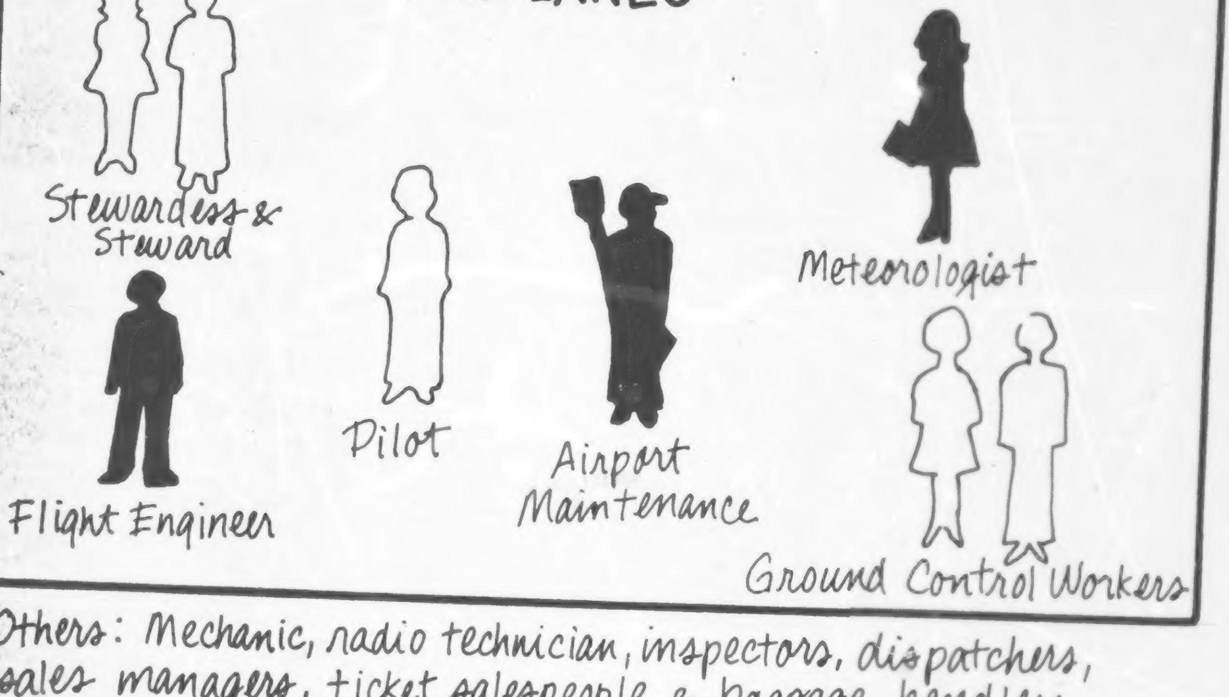
Children illustrate & attach their pictures to the bulletin board.

TYPES OF AIRPLANES

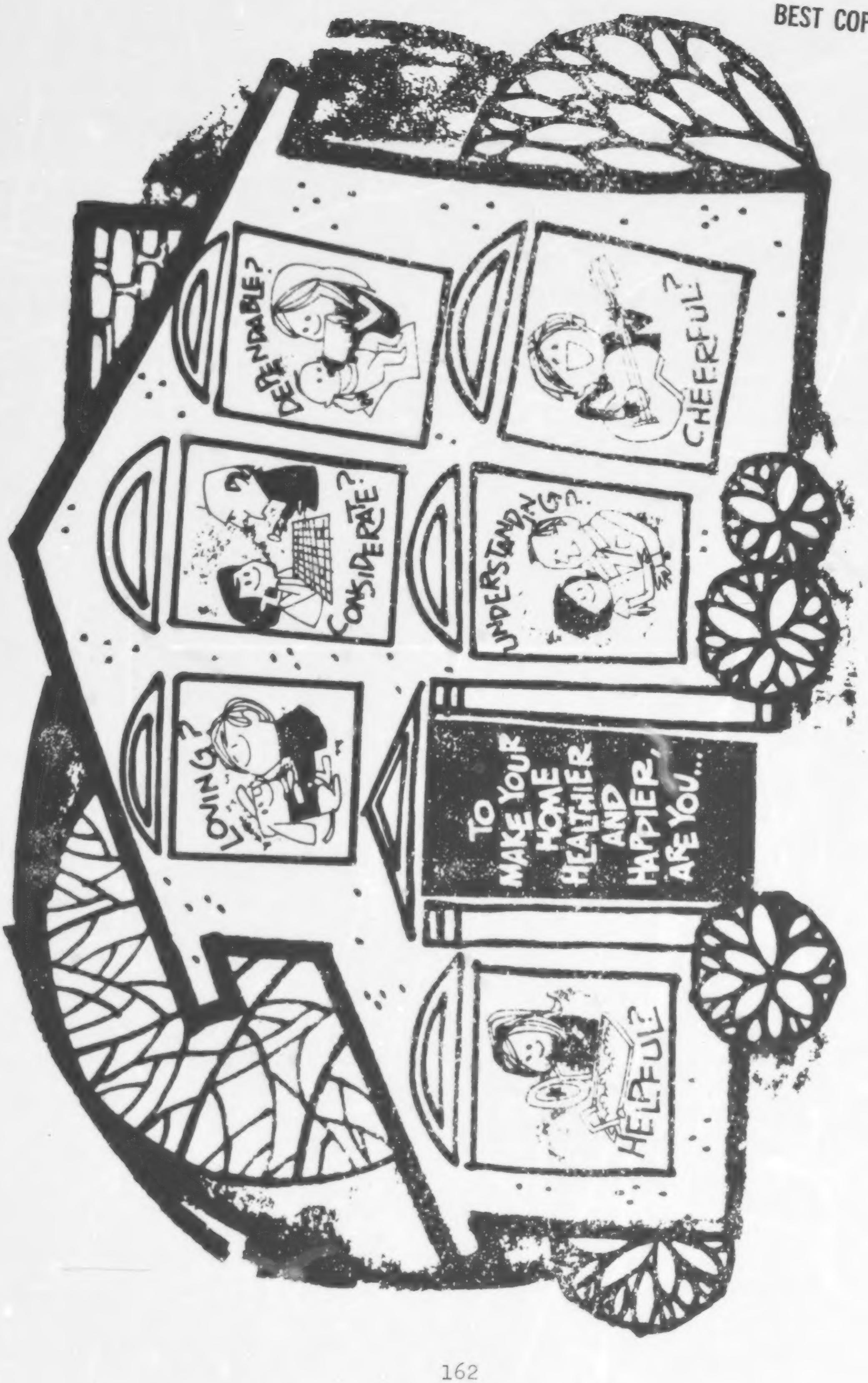
MILITARY (Early)	PRIVATE (Early)	COMMERCIAL (Early)
WWI		
WW II		
KOREA		
VIETNAM		
(Late Models)	(Late Models)	(Late Models)

Commercial airline & aircraft companies are good places to obtain many colored pictures of planes.

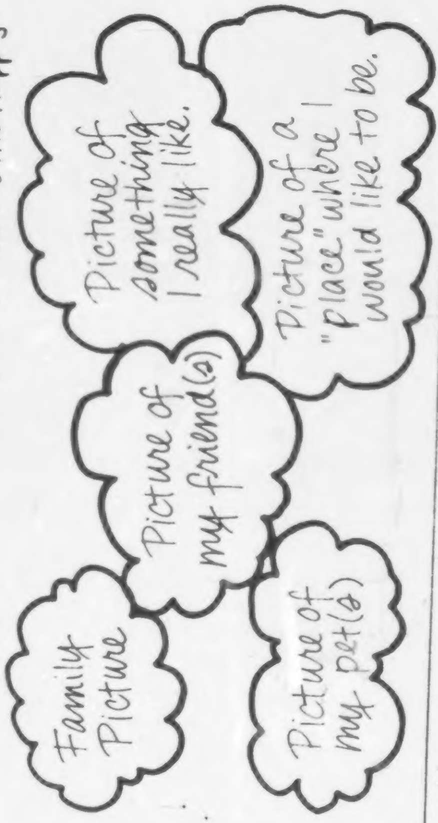
WORKERS CONNECTED WITH AIRPLANES


Stewardess & Steward
Meteorologist
Pilot
Airport Maintenance
Flight Engineer
Ground Control Workers

Others: Mechanic, radio technician, inspectors, dispatchers, sales managers, ticket salespeople & baggage handlers.

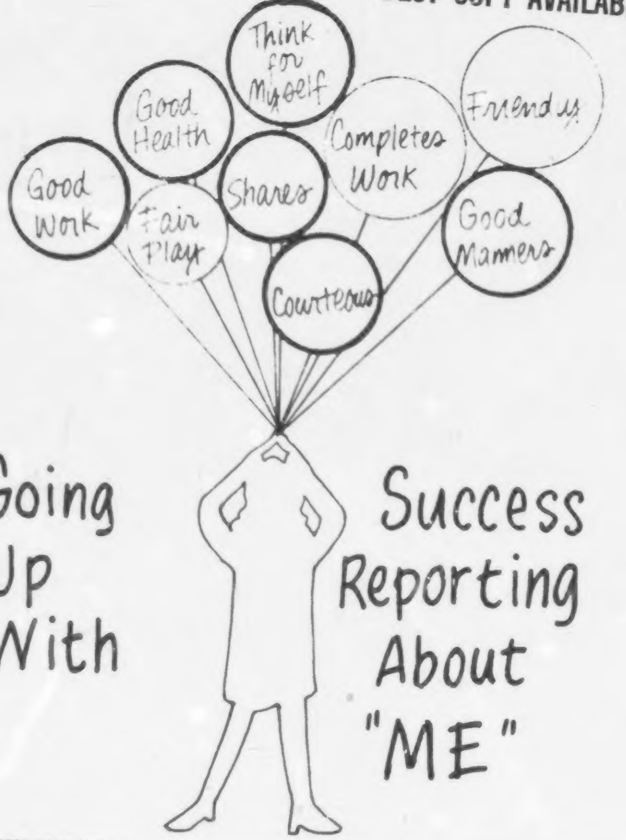

TO MAKE YOUR HOME HEALTHIER AND HAPPIER, ARE YOU...
LOVING?
CONSIDERATE?
DEPENDABLE?
HELPFUL?
UNDERSTANDING?
CHEERFUL?

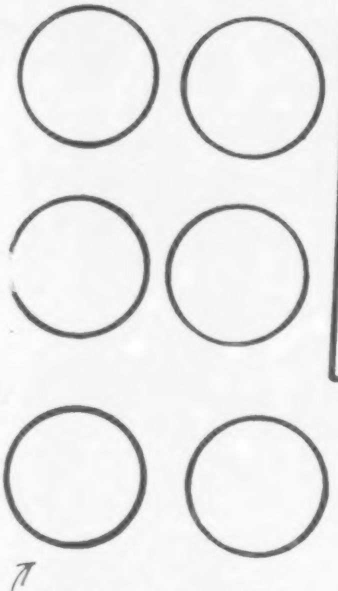
What is important in my world? (or, to me?— or, What makes me happy?


Picture of something I really like.
Picture of a "place" where I would like to be.
Picture of my friend(s)
Family Picture
Picture of my pet(s)

Could be a real picture... or a drawn one.

Going Up With Success Reporting About "ME"


Think for Myself
Good Health
Friendly
Completes Work
Good Work
Shares
Fair Play
Good Manners
Courteous



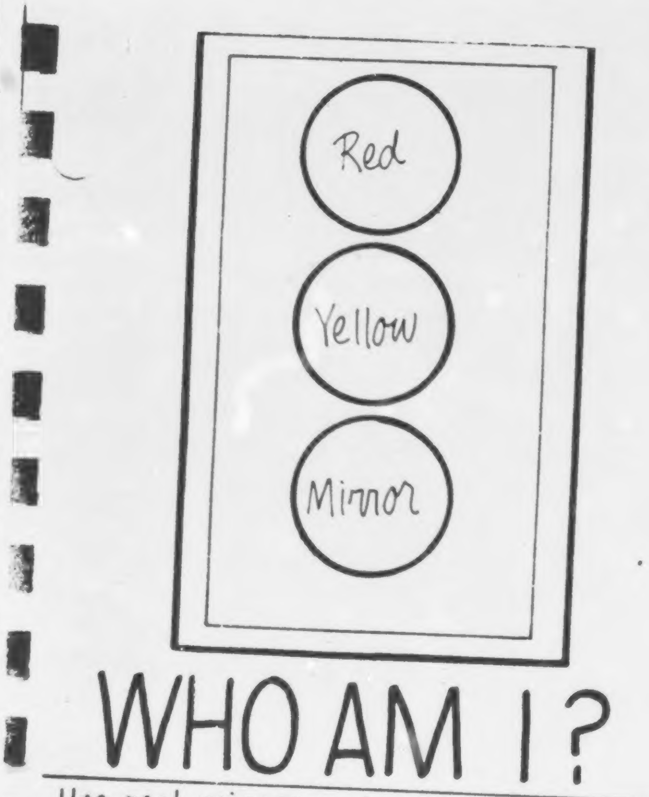
There are so many things
We all would like to be
But there's really nothing better
Than just being "me".

(self-portraits)

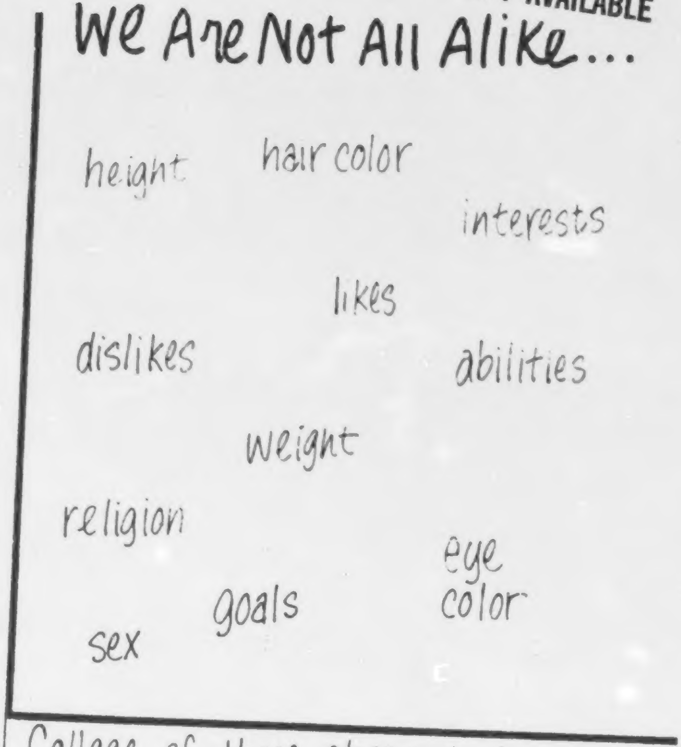
(mirror)

(self-portraits)

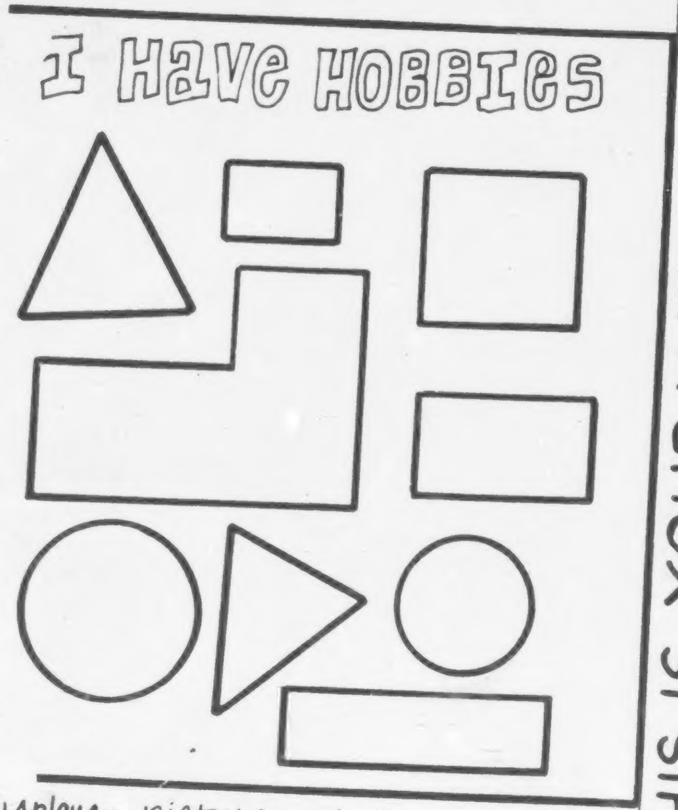
Circles are self-portraits of students. Use real mirror.


Red
Yellow
Mirror
WHO AM I?

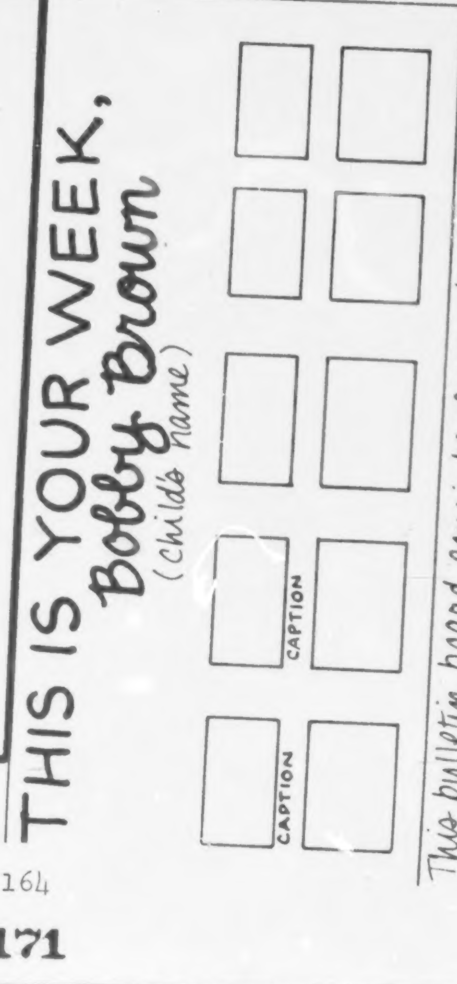
Use real mirror and place at eye level.


We Are Not All Alike...
height
hair color
interests
likes
dislikes
abilities
weight
religion
eye color
goals
sex

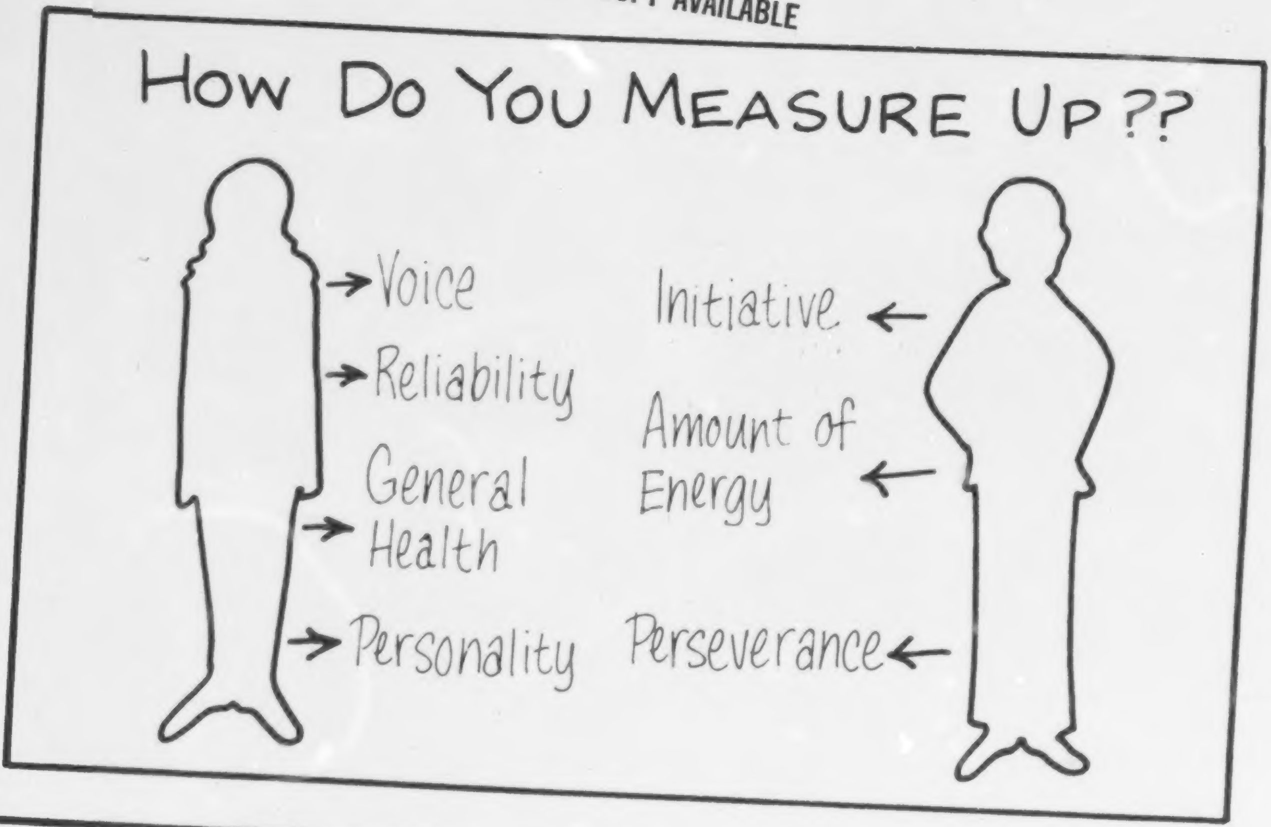
Collage of those characteristics which make each of us an individual.

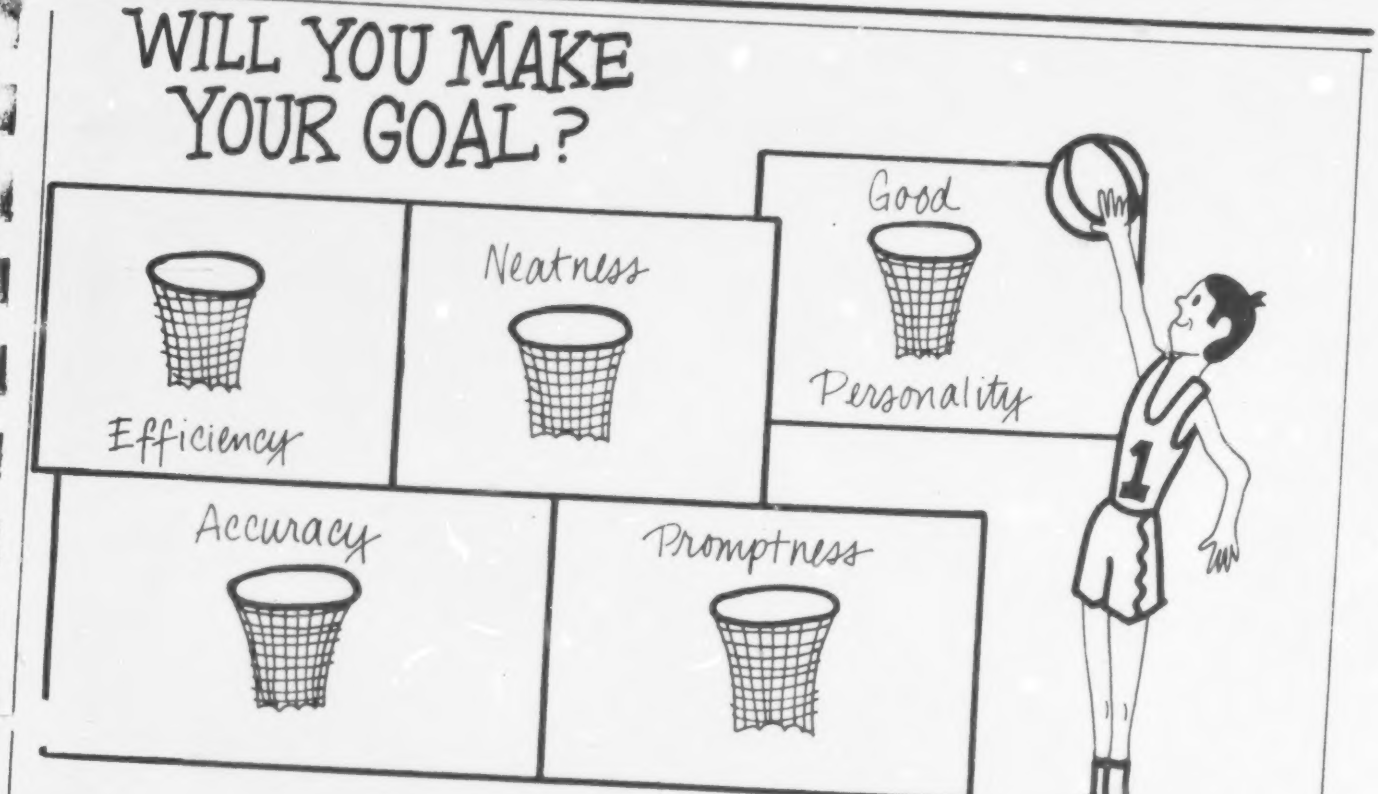

I Have Hobbies

Displays, pictures, photos
Experience stories from home

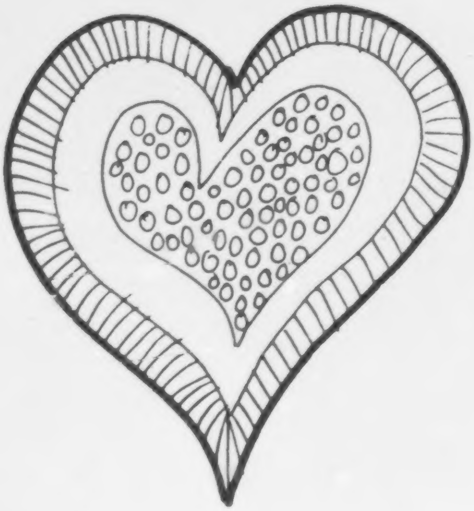

THIS IS YOUR WEEK,
Bobby Brown
(child's name)
CAPTION
CAPTION

This bulletin board consists of snapshots, displays, drawings of youngster (family hobbies, likes, etc.) with captions stated orally by child & written by teacher. Things which make him unique.
Every child has a week of his own during the school year, put up on Monday, taken down on Friday.


HOW DO YOU MEASURE UP??
Voice
Reliability
General Health
Personality
Initiative
Amount of Energy
Perseverance

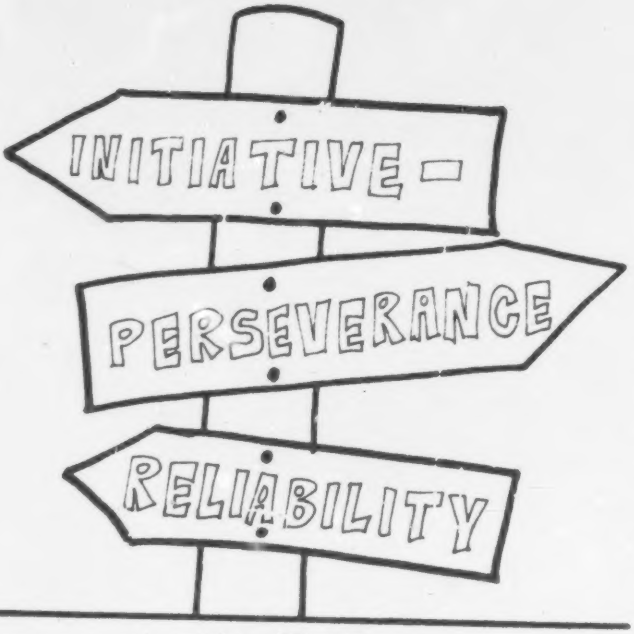

WILL YOU MAKE YOUR GOAL?
Efficiency
Neatness
Good Personality
Accuracy
Promptness
1

PUT YOUR



IN YOUR WORK

Follow the Signs in Developing Your PERSONALITY


INITIATIVE -
PERSEVERANCE
RELIABILITY

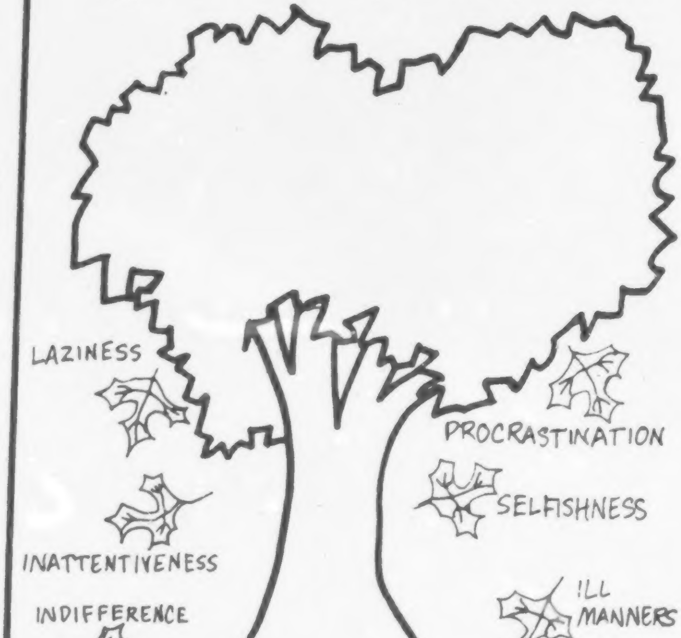
DON'T BLOW YOUR TOP!

It's the ONLY ONE You've Got!

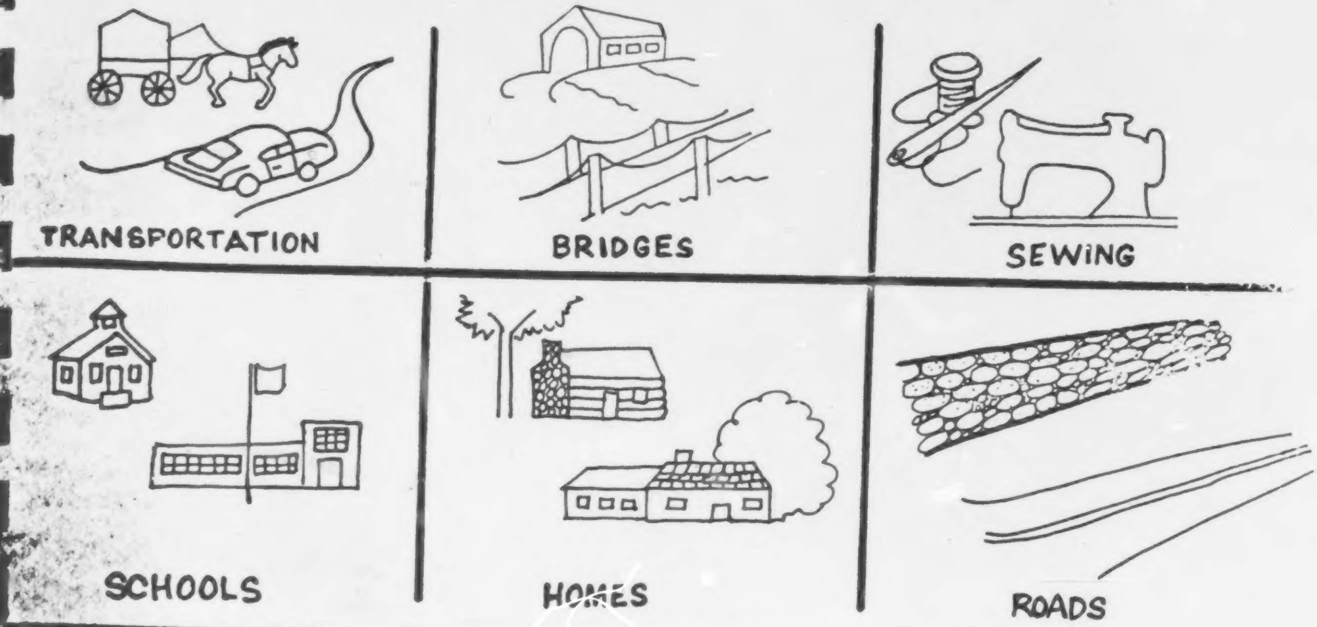
TEMPER

Never Gets the Job Done -

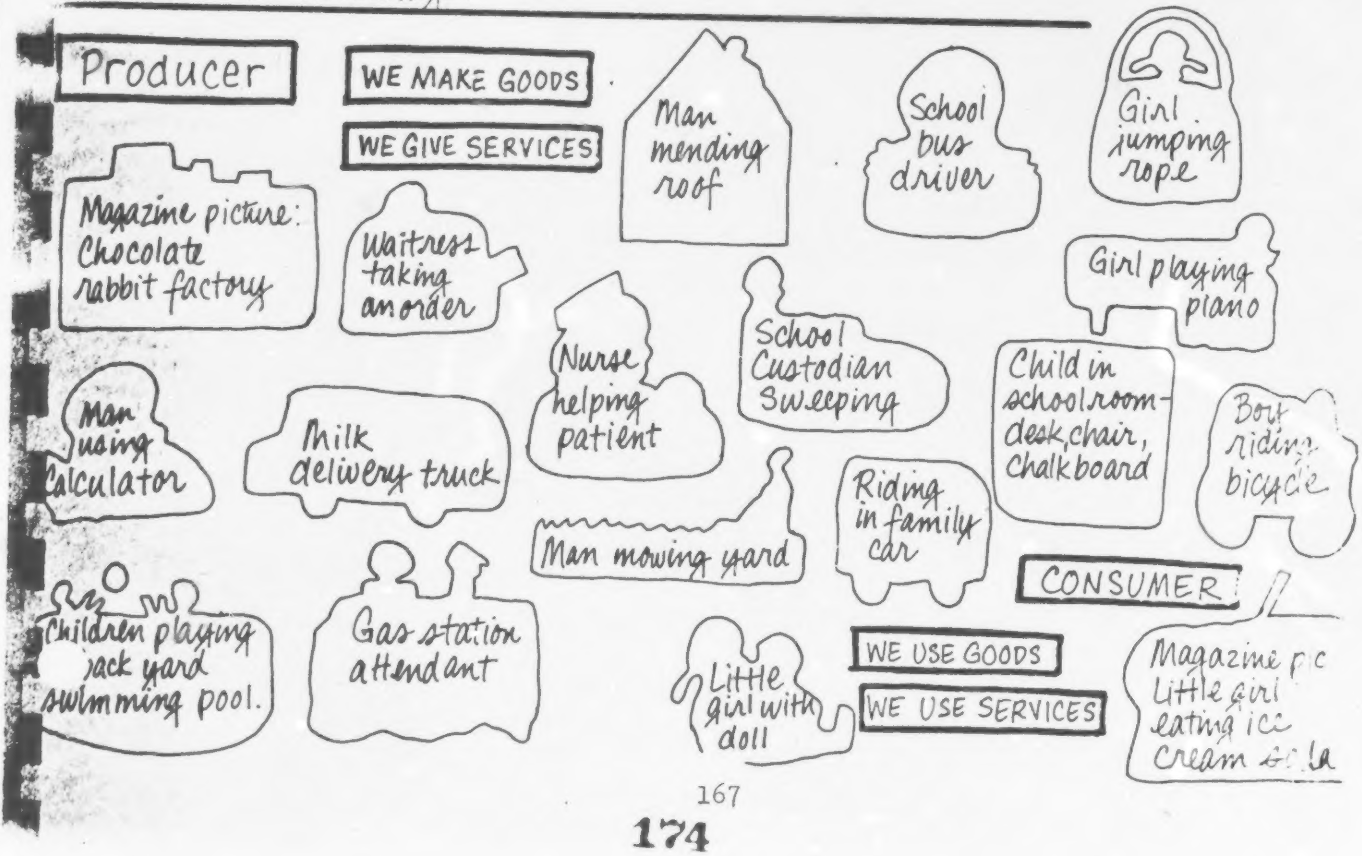
LET THE BAD HABITS FALL

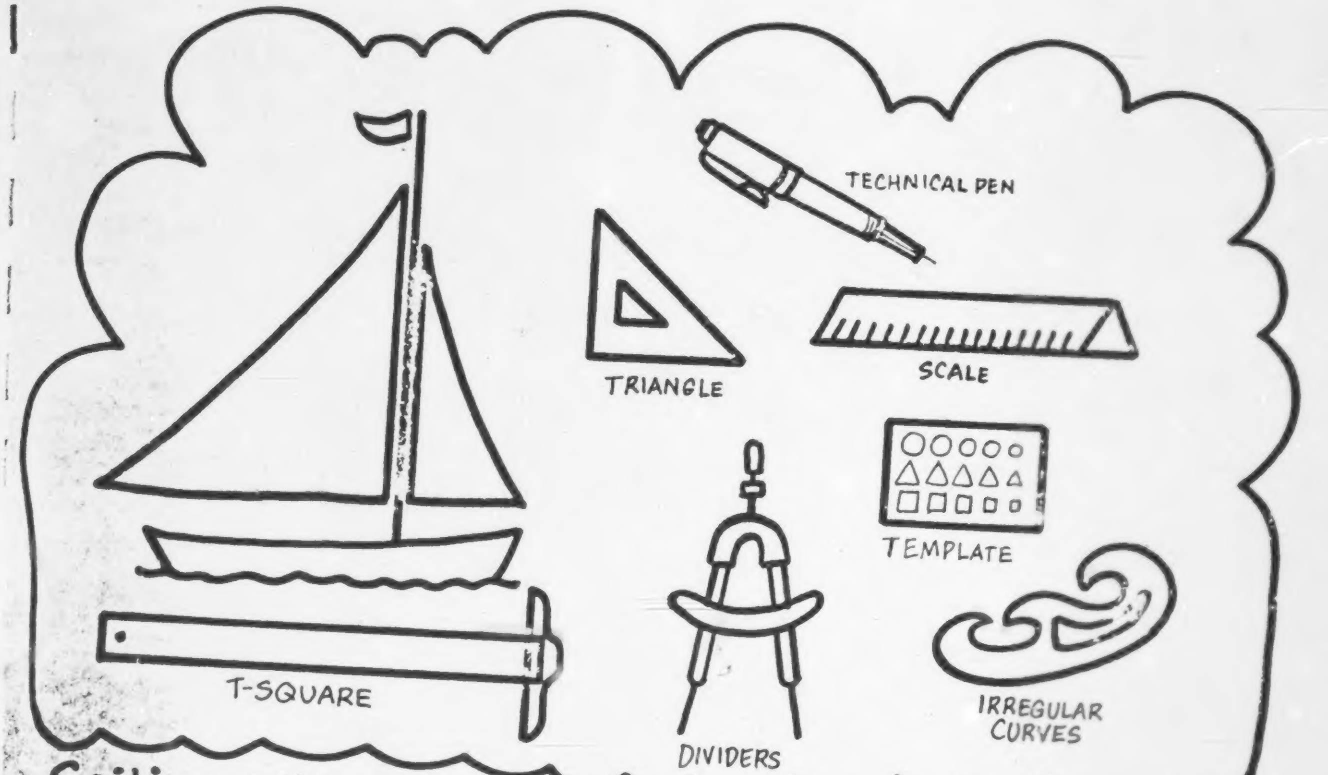

LAZINESS
PROCRASTINATION
SELFISHNESS
INATTENTIVENESS
INDIFFERENCE
ILL MANNERS
UNTIDINESS

New inventions, ideas, and materials have helped to bring about these changes. Can you compare the old with the new?


TRANSPORTATION
BRIDGES
SEWING
SCHOOLS
HOMES
ROADS

Bulletin board - Follow-up for Career Ed. TV program. All other pictures are children's drawings.


Producer
WE MAKE GOODS
WE GIVE SERVICES
Man mending roof
School bus driver
Girl jumping rope
Magazine picture: Chocolate rabbit factory
Waitress taking an order
Girl playing piano
Nurse helping patient
School Custodian Sweeping
Child in schoolroom - desk, chair, chalkboard
Man using Calculator
Milk delivery truck
Boy riding bicycle
Riding in family car
Man mowing yard
CONSUMER
Children playing back yard swimming pool.
Gas station attendant
Little girl with doll
WE USE GOODS
WE USE SERVICES
Magazine pic Little girl eating ice cream soda


TECHNICAL PEN
TRIANGLE
SCALE
TEMPLATE
T-SQUARE
DIVIDERS
IRREGULAR CURVES

Sailing With Tides of Draftsmen's Instruments

CAN YOU MATCH THESE INSTRUMENTS?

(Use word or, for lower grades, picture of instrument.)

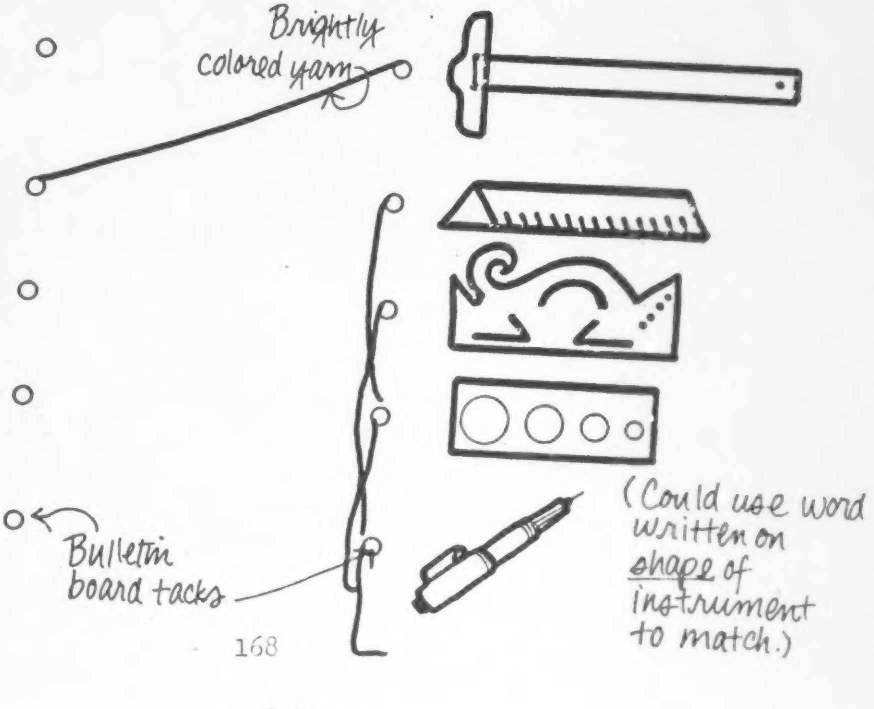
French Curve

T-Square

Technical Pen

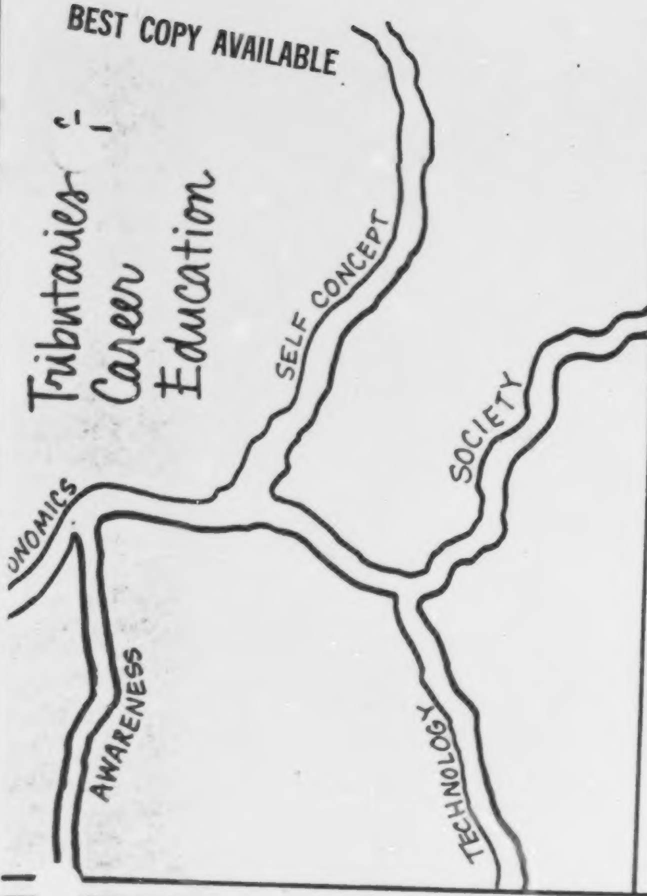
Scale

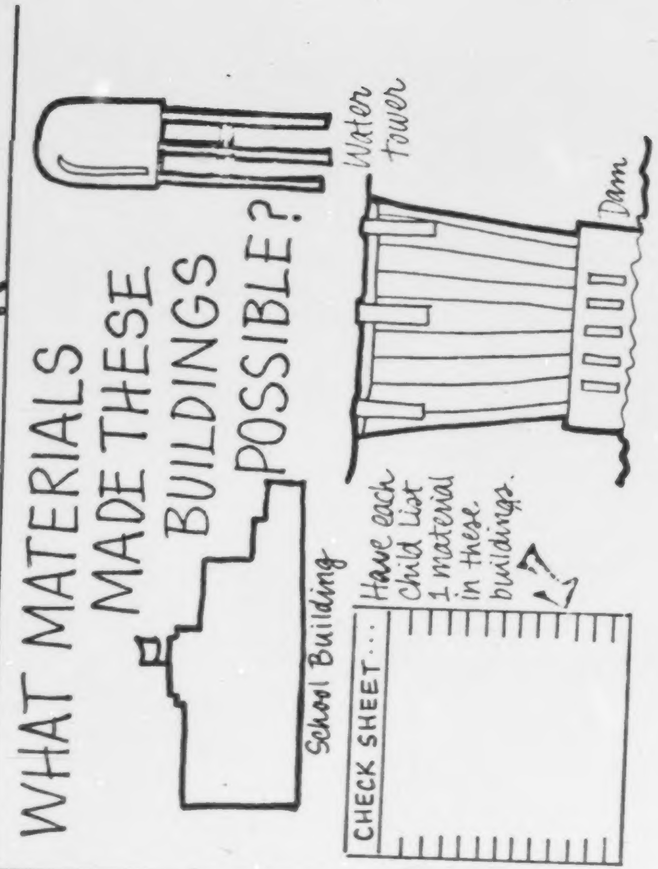
Template

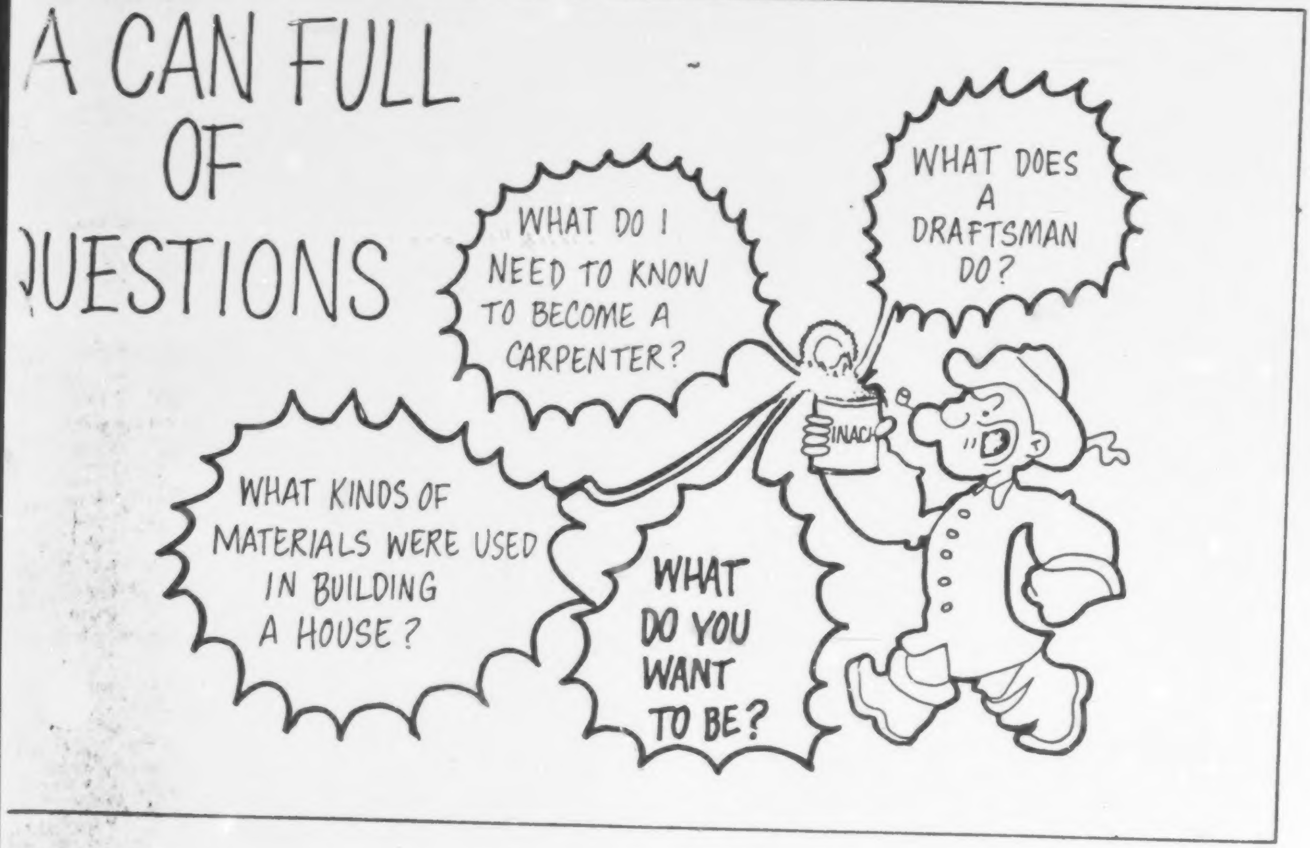

Brightly colored yarn
Bulletin board tacks

(Could use word written on shape of instrument to match.)

BEST COPY AVAILABLE


Tributaries Career Education
SELF CONCEPT
SOCIETY
ONOMICS
AWARENESS
TECHNOLOGY


WHAT MATERIALS MADE THESE BUILDINGS POSSIBLE?
Water tower
Dam
School Building
CHECK SHEET . . .
Have each child list 1 material in these buildings.


A CAN FULL OF QUESTIONS
WHAT DO I NEED TO KNOW TO BECOME A CARPENTER?
WHAT DOES A DRAFTSMAN DO?
INACH
WHAT KINDS OF MATERIALS WERE USED IN BUILDING A HOUSE?
WHAT DO YOU WANT TO BE?

This is the house that we built.

Who are we and what did we do?

WHO	WHAT
1.	
2.	
3.	
etc.	

WHO-have students list construction careers (carpenter, etc.) WHAT-Have them list what each does.

CARPENTER

TOOLS OF THE PAST	TOOLS OF THE PRESENT

Compare tools of past & tools of present.

ECONOMIC DECISIONS

?

What goods and services should be produced?

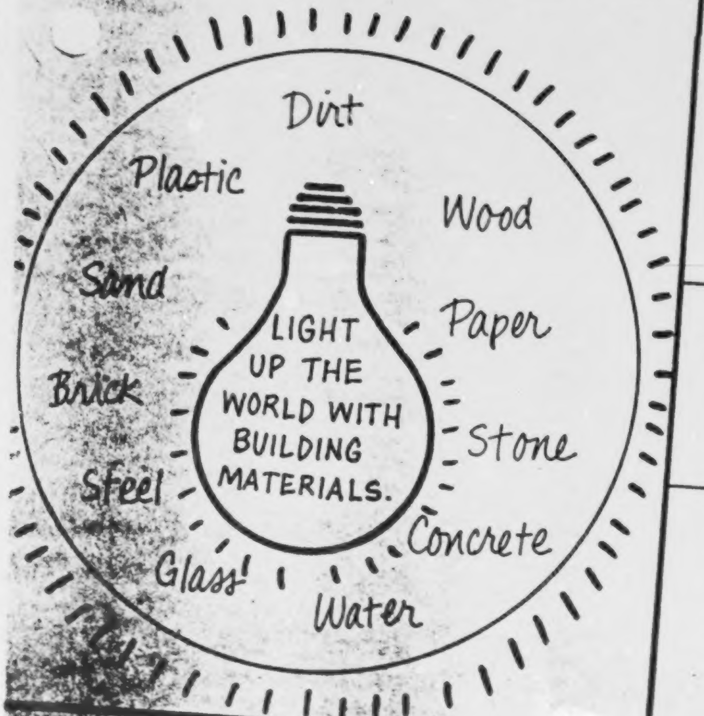
?

How shall goods be produced?

?

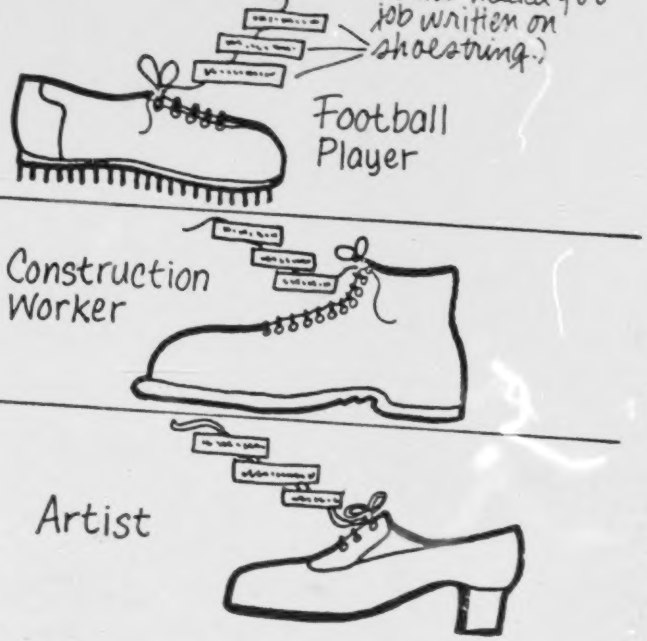
For whom shall the goods and services be produced?

Have children bring samples of each & put on bulletin board under correct word.


Dirt
Plastic
Wood
Sand
Paper
Brick
LIGHT UP THE WORLD WITH BUILDING MATERIALS.
Stone
Steel
Concrete
Glass
Water

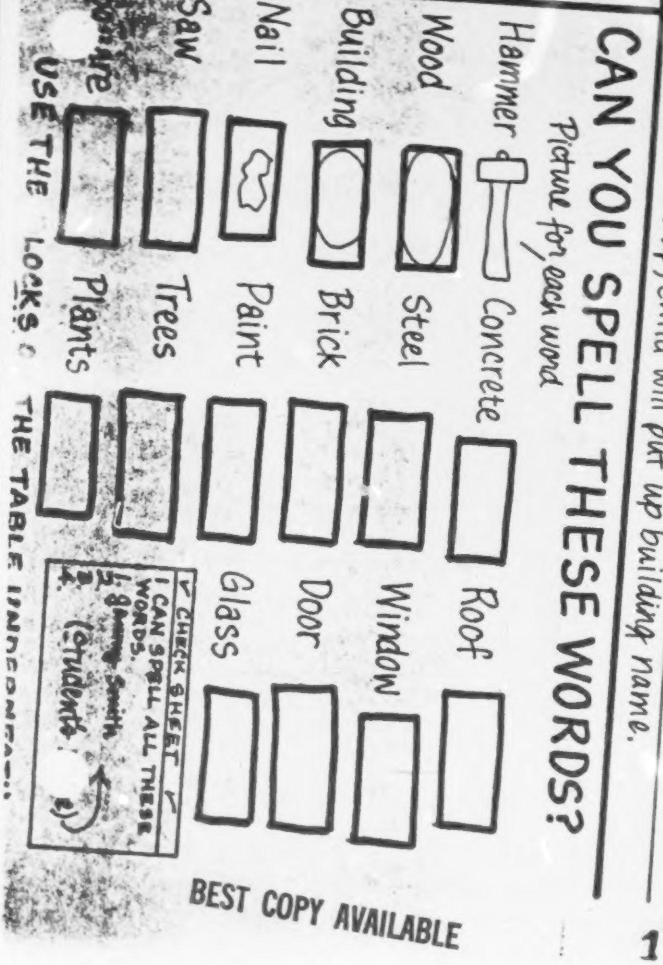
IF THE SHOE FITS, WEAR IT!

(Skills needed for job written on shoestring.)


Football Player
Construction Worker
Artist

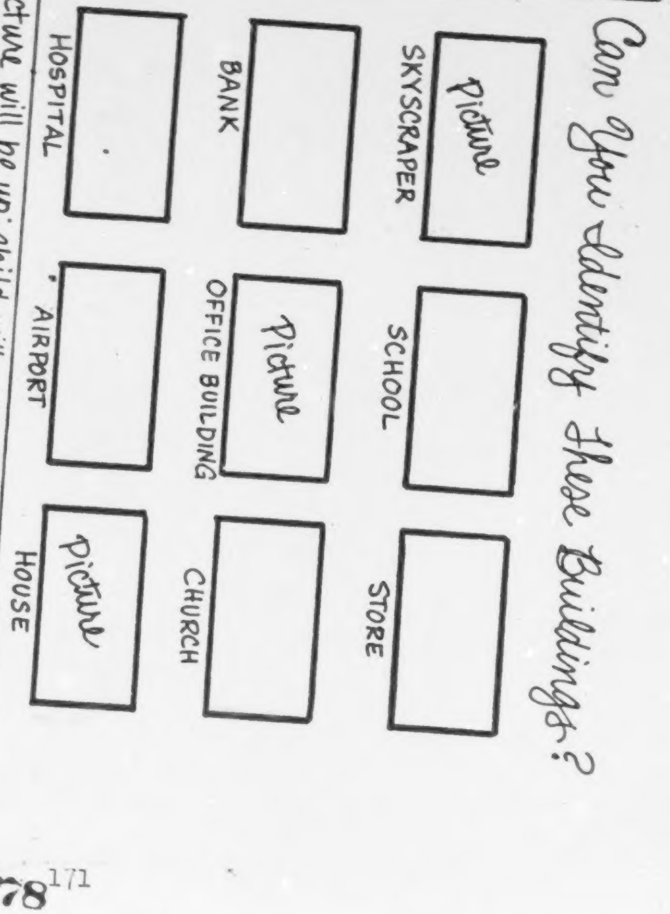
CAN YOU SPELL THESE WORDS?

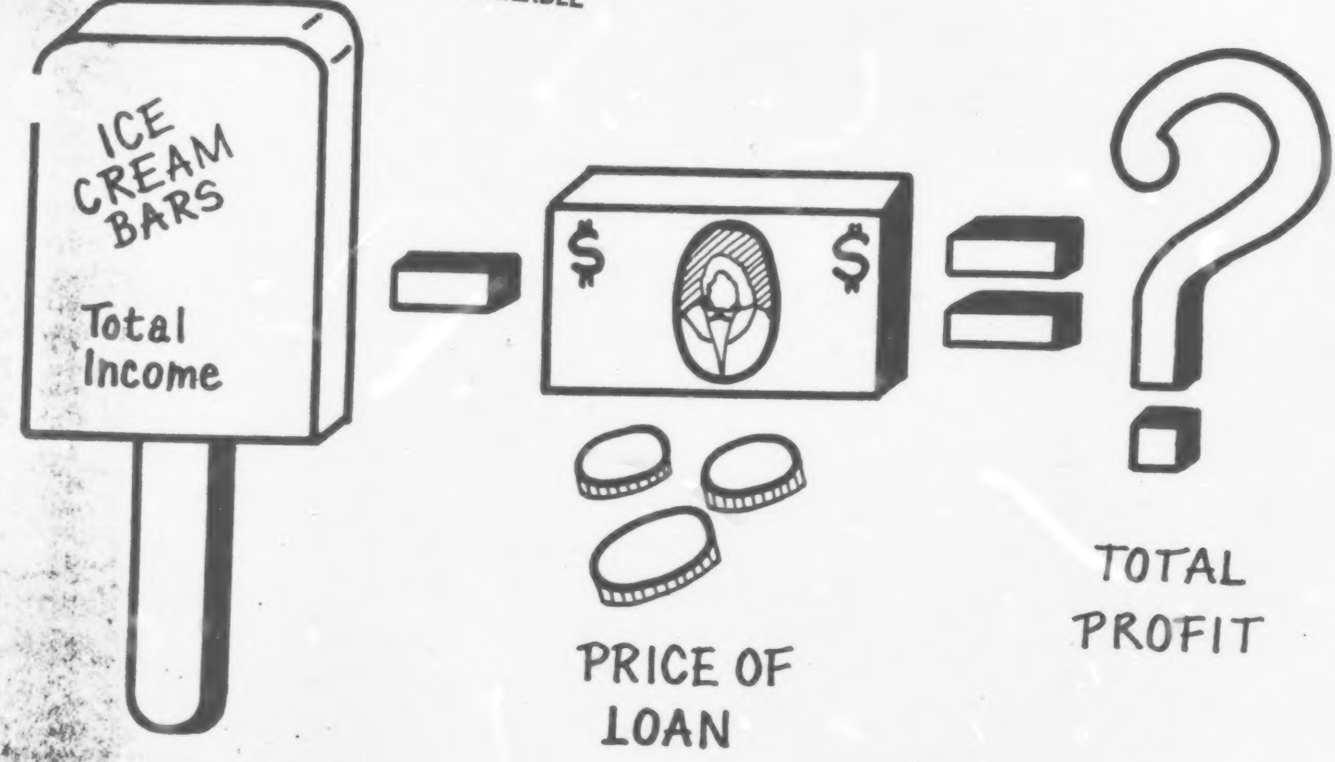
Picture for each word

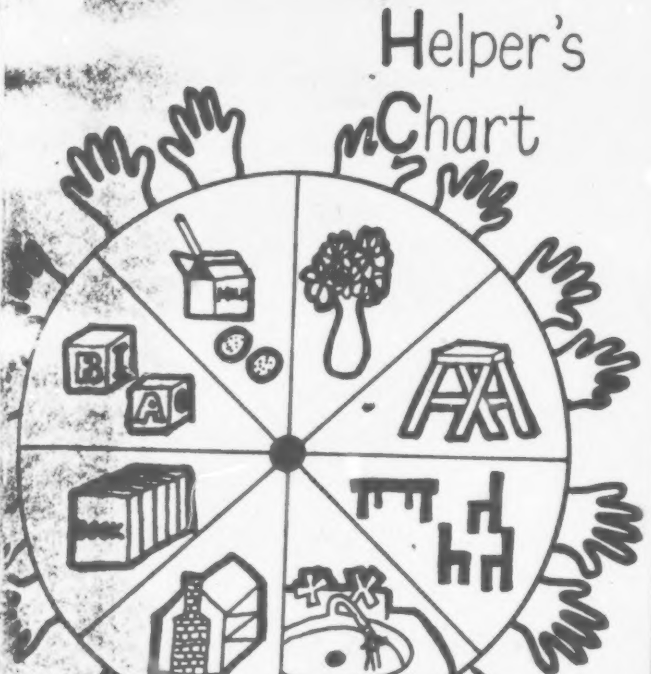

Hammer
Concrete
Roof
Wood
Steel
Window
Building
Brick
Door
Nail
Paint
Glass
Saw
Trees
Square
Plants
✓ CHECK SHEET ✓
I CAN SPELL ALL THESE WORDS.
1. Jimmy Smith
2.
3.
4. (students)
USE THE LOCKS THE TABLE UNDERNEA

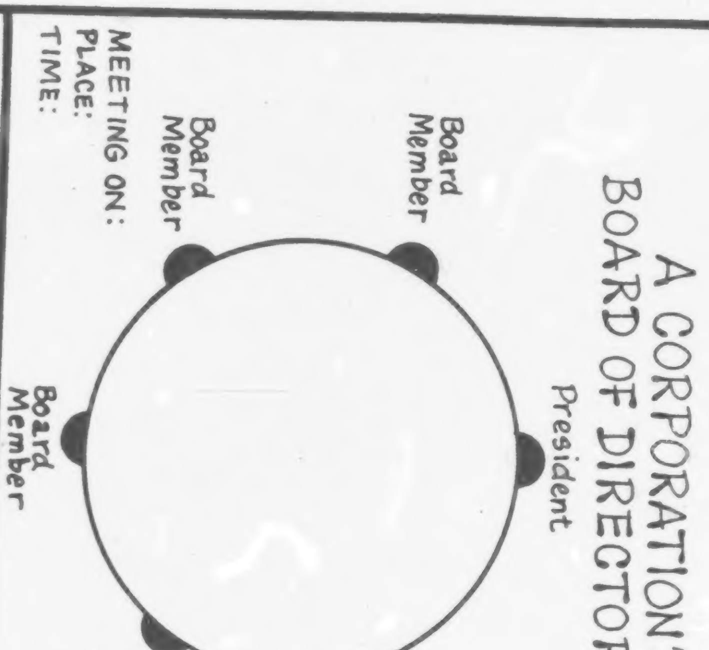
Picture will be up; child will put up building name.

Can You Identify These Buildings?


SKYSCRAPER
Picture
BANK
HOSPITAL
SCHOOL
OFFICE BUILDING
Picture
AIRPORT
STORE
CHURCH
HOUSE
Picture


ICE CREAM BARS
Total Income
PRICE OF LOAN
TOTAL PROFIT


Helper's Chart
B
A


A CORPORATION'S BOARD OF DIRECTORS
President
Board Member
Board Member
Board Member
Board Member
Board Member
MEETING ON:
PLACE:
TIME:

Grade Level 1-6
Number of students
Whole Class

INQUIRY

Concept: The process of the Inquiry Approach produces, processes and applies data

Objectives: Students will be able to:

- -Use the Inquiry process as one technique for obtaining data about occupations.
- -Exhibit a change in skills of communication by improving their data collection and application.
- -Peform questioning strategies to create new data about occupations;their traits, responsibilities and tools.
- -List the types of questions that will give them large concepts contrasted with those that will give them specific facts.
- -Listen, analyze and then respond to created questions.

Statement:

This activity can be adapted to any grade level. The process of the activity is the major focus and should be carried out, at least, three times a week. As students become more skillful, try colors, concepts, words that define concepts, tools, behaviors, feelings, etc.

Materials:

1 felt pen
35 3 x 5 cards

Activity

Day 1

20 min. Explain the rules of the simulation

Rules: You may ask questions

You may ask only 3 questions per person

If a person has identified their card then you take it off of their back and put it on front of them

Questions can be answered with only yes or no

Place cards on backs of every one in the room and then allow them to ask their questions. If anyone identifies their occupation they are to continue to answer questions for the others.

15 min. After 20-30 minutes stop the activity and have them place their cards on the front and then have them group themselves according to similar services performed. Have each group define why they have grouped themselves in particular group.

10 min. Discuss the large concept of how and why we group things such as occupations, services, people, society, etc.

5 min. Finalize lesson by answering questions the students may have on how to ask questions to get data for new questions. Prepare them for the session the next day.

Day 2-3-4-5

60 min. Continue to use various occupations until students have developed some sort of sophistaication in questioning strategy.

Be sure to use the same strategy as in Day One.

Have the students develop and hand in their jobs they have found, that are different, for the next days cards.

Day 6

60 min. Implement the student cards. Use the same strategy as in Day One.

Day 7

Iniate new concepts and dimensions of the game. Try behaviors or people traits.

Comment:

Sometimes we should treat the program and not the child. The child is a product of the program. This approach should be used in a non-authoritarian manner. Structuring students natural questioning strategy too much creates un-natural communication. Children should have the opportunity to develop freely with personal guidance from the teacher. There should be no condition to right or wrong but should be considered a fact of human fraility.

Developed by
John Davies
Specialist, Career Awareness
State Board of Education

DRAWING RELAY

Grades 1-6

Objective:

Communication through drawing

Materials:

Construction paper (several sheets)
Pencils
List of Tools, Products or jobs

Procedure:

1. Arrange the students in groups of five, having them sit on the floor in a circle.
2. Place one pencil and some paper in the center of each circle.
3. Number the students in each circle from 1 to 5. Seat yourself as far away from the circles of students as you can.
4. When the signal is given, the first student from each circle comes to you, he is to come without pencil or paper.
5. Tell each one the name of the first item on the list.
6. Each student returns to his respective circle, takes the pencil in the center and draws (without talking) the item until someone in the circle correctly identifies it.
7. The second person in the circle comes to you and tells you what the group has determined the drawing is.
8. You then give that student a new tool, product or job to draw.
9. A sample list of items or objects follows:

   wrench
   policeman
   bread
   screwdriver
   waitress
   can
   doctor

   plywood
   2 x 4
   logger
   chain saw
   log truck
   axe
   wedge

   Generate a list of about twenty items.

10. Remind the students that if they yell out what is being drawn, others will hear.

A B C Game

Date: February 15, 1974

Grade Level
4-6

Concept: Developing an understanding that jobs have titles, products, and a work station, require tools and exhibit certain traits.

Objectives: The student will be able to:

-List the occupations of a school or those viewed on a field trip
-Identify at least one tool for each occupation listed
-Distinguish and write at least one trait observed in the occupations listed
-Describe at least one product produced by each occupation listed

Statement: This activity was planned for a total classroom working in pairs or groups. The activity could be used with primary children if preliminary work is done.

Suggestion: If this activity is used with primary children, it might be advisable to allow 6th year students to record the primary children's observation.

Materials: ABC Summary Sheet
pencil
writing board
4 large pieces of butcher paper
4 felt pens

Activity: Day One:

Distribute inventory sheet and make the following assignment: "In teams, you are to go around the building and record on your inventory sheet the jobs you observe. Each job should be placed in the correct alphabetical order. A product, tool, and trait should be entered in the correct alphabetical box. The product, tool, and trait do not have to be placed directly across from the job observed."

Note: Be sure to set time limits for this part of the exercise.

Day Two:

The teams of students should enter their findings on sheets of butcher paper. Each individual sheet of butcher paper should have one of the following headings: job, product, tool or trait. The students should enter all of their data regardless of duplication.

The class should appoint a team of students to eliminate duplication and to prepare a new data sheet.

Day Three:

Identify one occupation from the job data sheet. Mark the items of the lists of the other sheets that occur in identified job. Then choose another job and repeat the process. Do this for at least 5 jobs.

Questions to ask after going through the above process:

- -How many of the jobs utilize the same tools?
- -How many of the jobs produce the same product?
- -How many of the jobs demonstrate the same observable traits?

Day Four:

Review the previous day's discussion. Carry on an open-ended discussion by utilizing the following questions:

- -If jobs are different, what makes them different?
- -If jobs are similar, what makes them similar?
- -Is work enjoyable?
- -What is the difference between a job and work?

Note: Value clarification assumes we all have ideas and notions about concepts and words. It would be exciting to allow the students the opportunity to break into small groups to clarify their definitions of job, work, traits, product, etc. It may be advantageous to have a definition of terms sheet that the class develops by the process of consensus.

Day Five:

Instruct the students to get into pairs and develop a set of 3-5 questions to use when interviewing a school worker.

Day Six:

Allow students to arrange interviews with selected school personnel.

Day Seven, Eight, Nine, Etc.:

Conduct the interviews and allow students to discuss their information with other groups. Try arranging for interviews of businessmen in the immediate community.

Comment: The degree of spontaneity of the children will determine the amount of learning that is taking place. The focus on specific identified areas of spontaneity of children will provide teachers with insights to developing the curriculum for the next day of school.

Developed by
John Davies
Specialist, Career Awareness
State Department of Education

ABC INVENTORY

Name______________________________

	JOB		PRODUCT		TOOL		TRAITS
A							
B							
C							
D							
E							
F							
G							
H							
I							
J							
K							
L							
M							
N							
O							
P							
Q							
R							
S							
T							
U							
V							
W							
X							
Y							
Z							

INSTRUCTIONS FOR MAKING "5-SQUARE" FROM TEMPLATES

Use heavy card stock or tag board

Use different colors for each set made (helps keep sets separate)

Number each piece as shown on templates. There are a total of 15 pieces for the five squares.

Letters are the key figures, eg. A, B, C, D, E. These should appear on each set made. Numbers tell the set number, eg., set 1 is numbered as shown on template as: A-1, B-1, etc. Set 2 would be: A-2, B-2, C-2, etc.

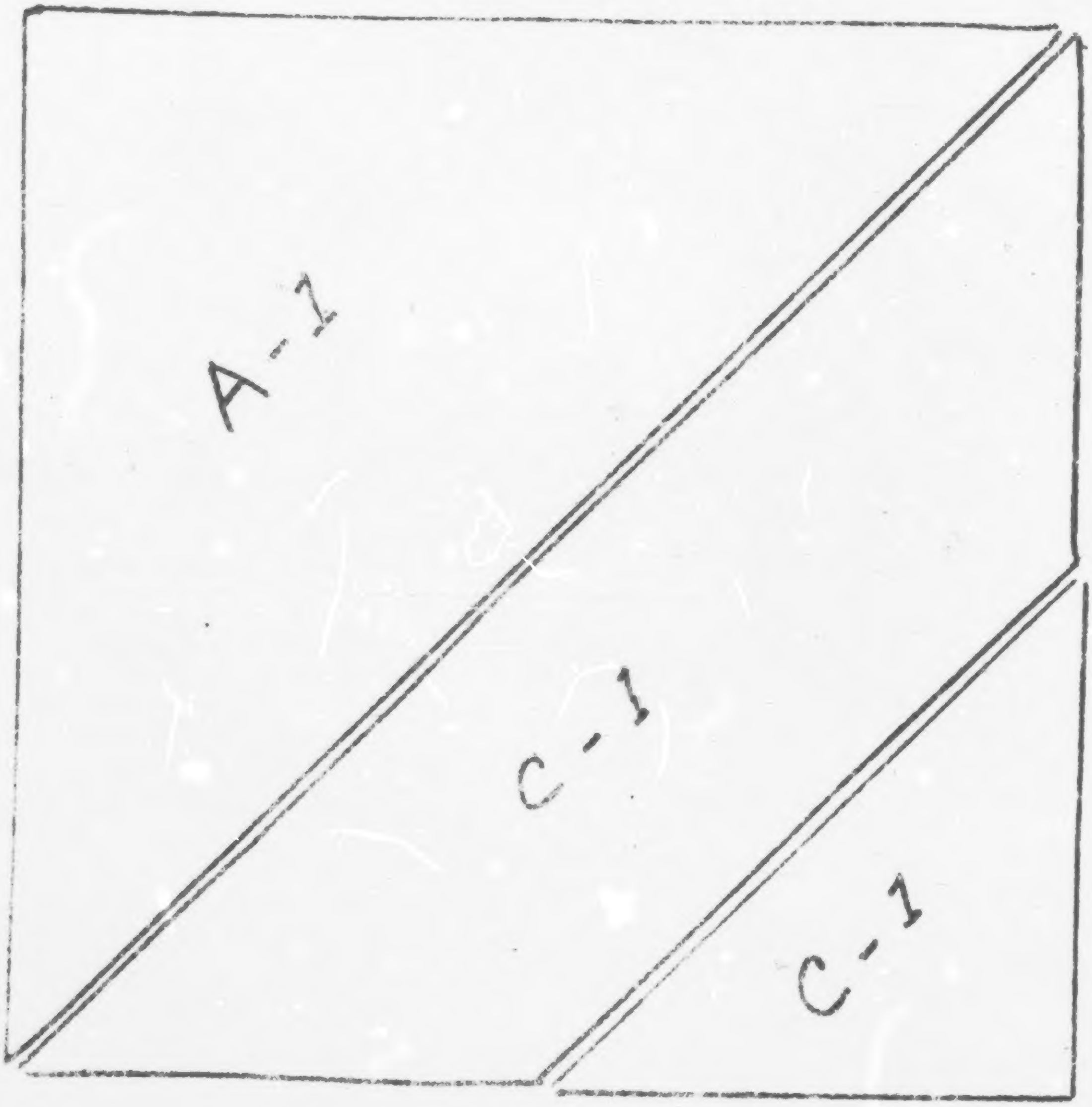
It is MOST IMPORTANT that the pieces be put up in envelopes (size 7½" by 10½" is suggested) according to the Letter figures. In other words, all A pieces are in an envelope, all B pieces in an envelope, etc.

When players are finished, they should put pieces back in their envelope according to the letter.

Be sure NO COMPLETE PUZZLE (Square) is in an envelope.

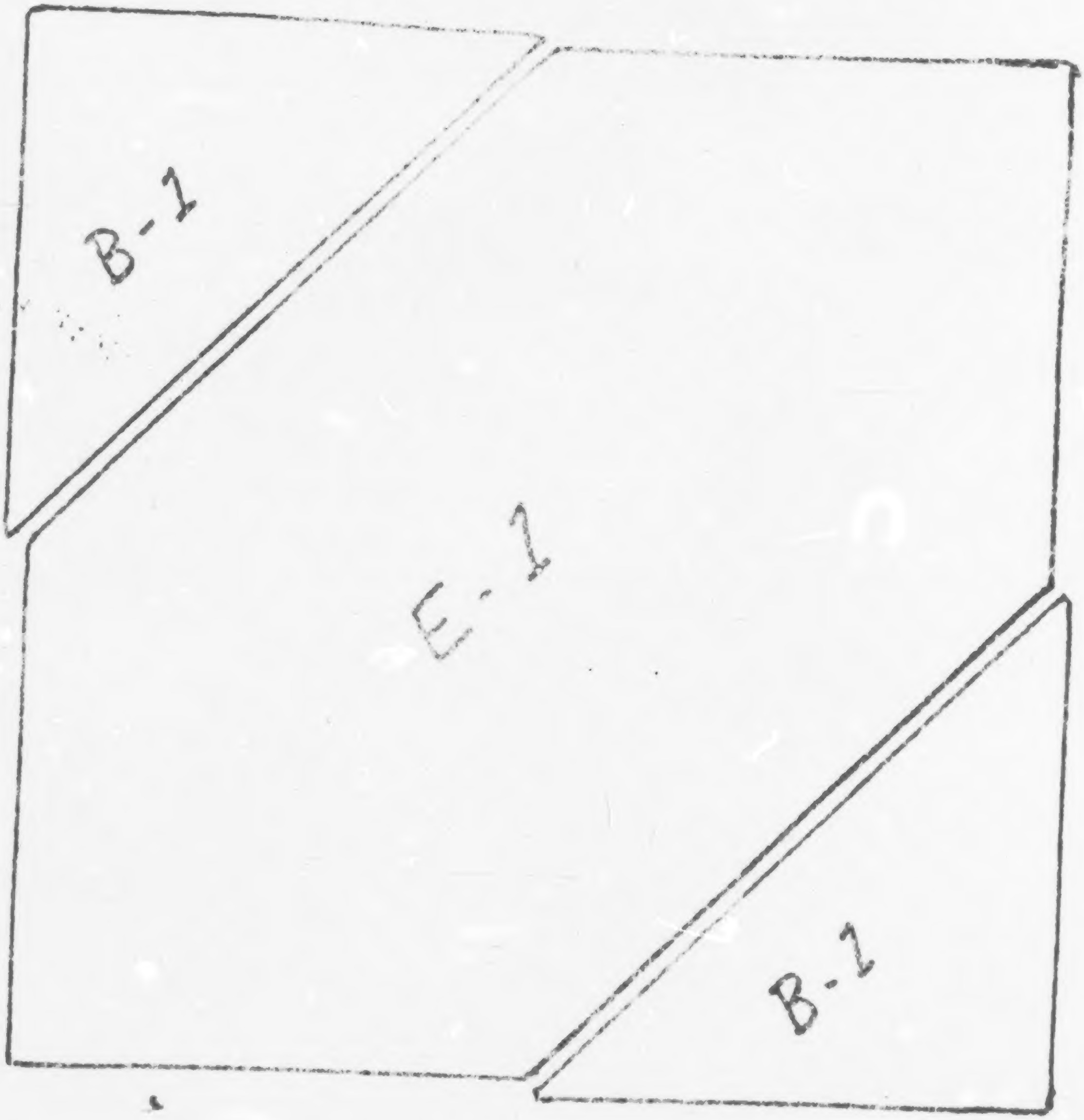
You may want to number and letter pieces on either side or both sides of the piece. It makes no difference, so long as each piece is numbered and lettered in order to get it back into the proper envelope. The numbers/letters have nothing to do with how the squares go together.

5-SQUARE-TEMPLATE 2

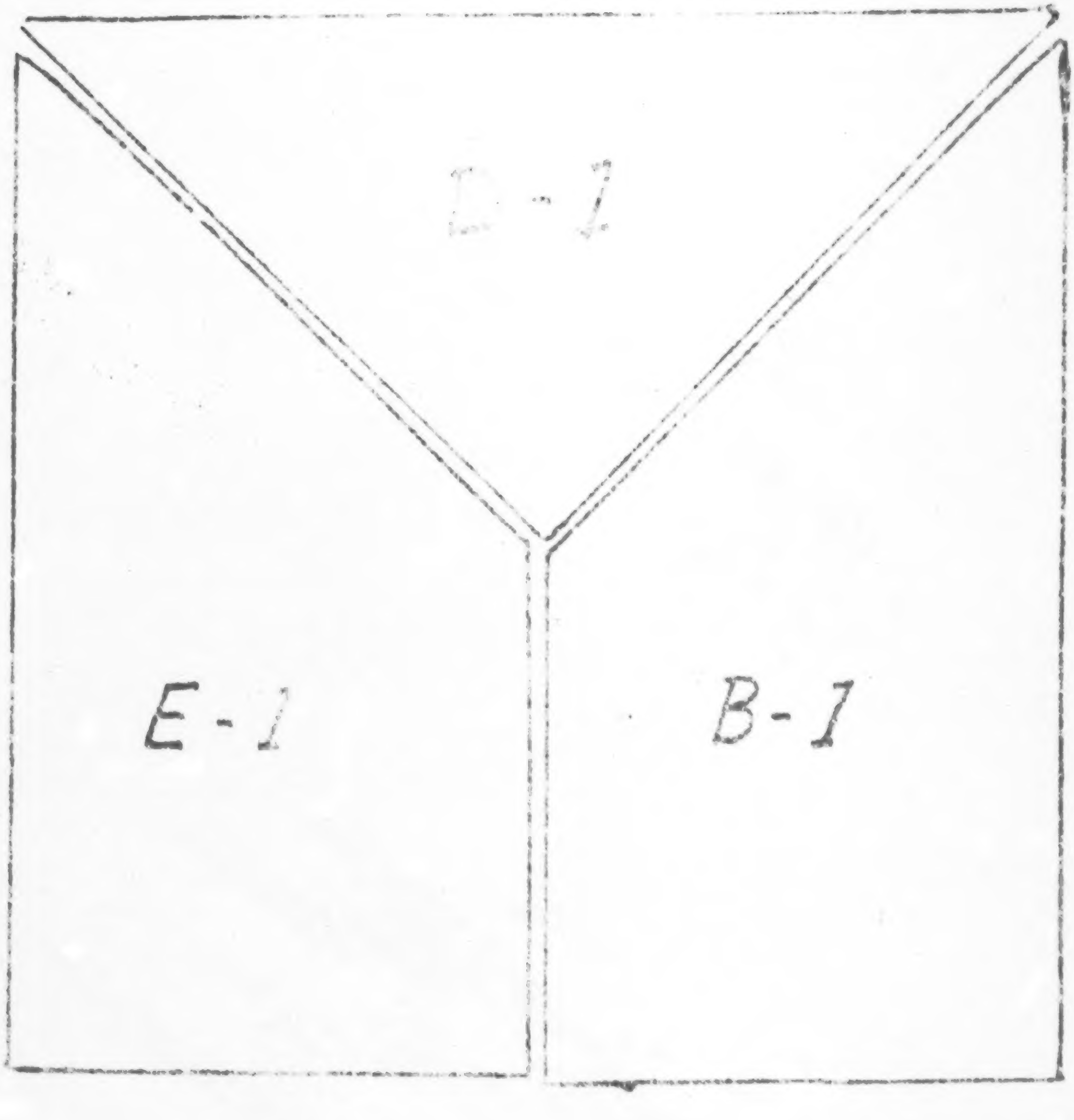


②

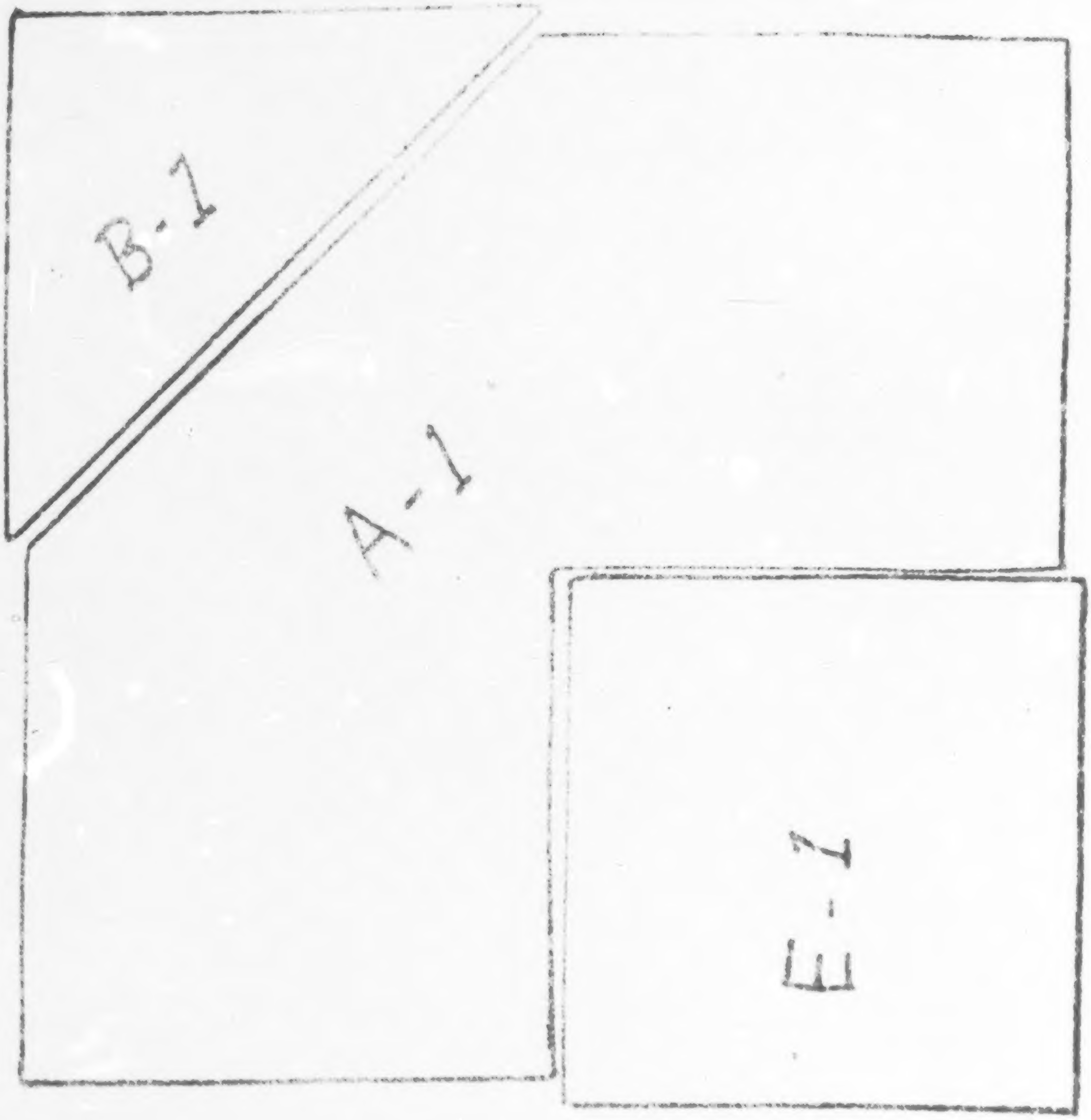
5-Square Template 2



5-SQUARE - TEMPLATE 3

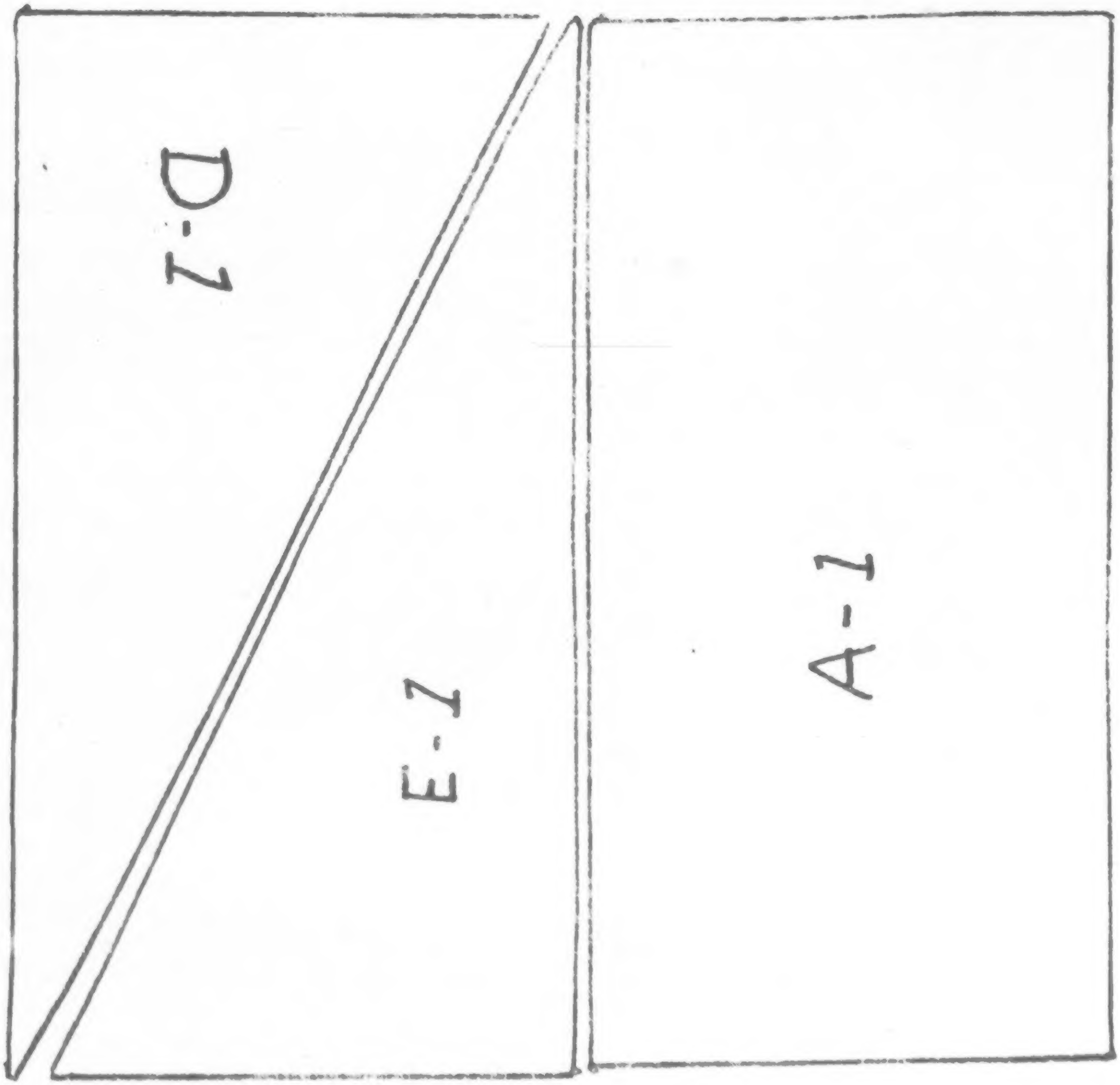


5 - Square - Tangram



⑤

5-SQUARE. TEMPLATE 5



[illegible]

Grades 3-[illegible]

Objective: The activity allows students to clarify their values as to which traits of a student are most important to them.

Outcomes: Students will:

-Gain additional vocabulary development
-Develop and utilize listening skills
-Begin to clarify values
-Become aware of a process for decision making.

(10 min.) Phase one

Place on the board the following vocabulary words:

1. honest
2. good sport
3. happy
4. smart
5. clean
6. cooperative
7. dependable

Be sure to only read the list and do not interpret any meanings for the children. The directions are (using my numbers) to rank the list of traits I have provided. Do this activity by yourself. Student's list may look like this:

2. good sport
4. smart
3. happy
1. honest
7. dependable
6. cooperative
5. clean

(10 min.) Phase two

Tell the children to find one other child they would like to share their list. Let them pair themselves off naturally. Tell them you are allowing 5 minutes for each of them to explain the reasons for their ranking.

(10 min.) Phase three

Instruct student to get into groups of five. They have the task of appointing a recorder and a convener. Once again, natural selection should occur rather than numbering off or having teacher composed groups. By consensus, each group is to come up with a rank order of the traits. When agreement has been reached, they are to place their ranking on the graph on the board.

Example

Groups

1	2	3	4	5
4	4	4	3	3
1	1	3	4	4
2	3	1	1	2
3	2	2	7	1
5	7	5	6	7
6	5	7	5	6
7	6	6	2	5

Phase Four

(60 min.) This part of the activity can probably be done the next day. Allow each group to explain the reason for their ranking. Then carry out an open class discussion about the similarities and differences of groups.

NOTE: Be sure to tell yourself 100 times the night before starting this last phase, "I will not pass judgment or place [illegible] values on the students decisions or discussions."

Time: 15 minutes

NASA EXERCISE INDIVIDUAL WORKSHEET

BEST COPY AVAILABLE

INSTRUCTIONS: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on, through number 15, the least important. You have 15 minutes to complete this phase of the exercise.

____ Box of matches

____ Food Concentrate

____ 50 feet of nylon rope

____ Parachute silk

____ Portable heating unit

____ Two .45 calibre pistols

____ One case dehydrated Pet milk

____ Two 100 lb. tanks of oxygen

____ Stellar map (of the moon's constellation)

____ Life raft

____ Magnetic compass

____ 5 gallons of water

____ Signal flares

____ First aid kit containing injection needles

____ Solar-powered FM receiver-transmitter

Time: 30 minutes

NASA EXERCISE GROUP WORKSHEET

INSTRUCTIONS: This is an exercise in group decision-making. Your group is to employ the method of Group Concensus in reaching its decision. This means that the prediction for each of the 15 survival items must be agreed upon by each group member before it becomes a part of the group decision. Concensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching concensus:

1. Avoid "conflict-reducing' techniques such as majority vote, averaging, or trading, in reaching your decision.

2. View differences of opinion as helpful rather than as a hinderance in decision-making.

____ Box of matches
____ Food concentrate
____ 50 feet of nylon rope
____ Parachute silk
____ Portable heating unit
____ Two .45 calibre pistols
____ One case dehydrated Pet milk
____ Two 100 lb. tanks of oxygen
____ Stellar map (of the moon's constellation)
____ Life raft
____ Magnetic compass
____ 5 gallons of water
____ Signal flares
____ First aid kit containing injection needles
____ Solar-powered FM receiver-transmitter

NASA EXERCISE ANSWER SHEET

RATIONALE:	CORRECT NUMBER	
No oxygen	15	Box of matches
Can live quite awhile without food	4	Food concentrate
For travel over rough terrain	6	50 feet of nylon rope
Carrying	8	Parachute silk
Lighted side of moon is hot	13	Portable heating unit
Some use for propulsion	11	Two .45 calibre pistols
Needs H_2O to work	12	One case dehydrated Pet milk
No air on moon	1	Two 100 lb. tanks of oxygen
Needed for navigation	3	Stellar map (of moon's constellation)
Some value for shelter or carrying	9	Life raft
Moon's magnetic field is different from earth's	14	Magnetic compass
You can't live long without this	2	5 gallons of water
No oxygen	10	Signal flares
First aid kit might be needed but needles are useless	7	First aid kit containing injection needles
Communication	5	Solar-powered FM receiver- transmitter

NASA EXERCISE DIRECTION SHEET FOR SCORING

The group recorder will assume the responsibility for directing the scoring. Individuals will:

1. Score the net difference between their answers and the correct answers. For example, if the answer was 9, and the correct answer was 12, the net difference is 3. Three becomes the score for that particular item.
2. Total these scores for an individual score.
3. Next total all individual scores and divide by the number of participants to arrive at an average individual score.
4. Score the net difference between group worksheet answers and the correct answers.
5. Total these scores for a group score.
6. Compare the average individual score with the group score.

RATINGS:

0-20	Excellent
20-30	Good
30-40	Average
40-50	Fair
over 50	Poor

PRINTED RESOURCES

and Media

Note to Teachers:

The items on the following pages were listed by our library aides as career education resources we now have in our media centers.

The list may not include all career education materials presently available, and no evaluation has been made to determine the relative merit of these publications.

These materials are listed so you may be aware of materials presently available. You are encouraged to review these materials and comment to the Director of Career Education on their usefulness.

Many of these items are also available in the Musser Public Library. The staff there has been especially helpful in assisting with the promotion of career education. We encourage you to enlist their services in our educational teamwork.

4/5/74

CAREER EDUCATION BOOKS IN MEDIA CENTERS

AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
Acheson	353	Our Federal Government, how it works	Dodd-Mead	1958	Gr,J, L, Ma, PL
Adai	791.5	Do-it-in-a-day puppets for beginners	Day	1964	L, Mo, PL
Adkin's	690	How a house happens	Walker	1971	Ma, Mo, PL
Alevarez	320	Politics in America	--	1971	Ma
Alexander	387.2	Boats and ships from A to Z	Rand	1961	Mo
Allee,	664.8	The frozen foods plant	Melmont	1955	Gr, PL
Allen	796.32	Basketball	Sterling	1968	Mo
American Heritage	629.4	Americans in space	Harper Row	1965	L
Ames	741	Draw draw draw	Doubleday	1962	L, PL
Andersen	778.5	Make your own animated movies	Little Brown	1970	L, Mo, PL
Arm	363.2	The policeman	Dutton	1969	Ga
Ashley	371.4	101 summer jobs	Grosset	1970	F, Mo, PL, C, G, J, L, Ma, Mc, W
Asimov	629.403	ABC's of space	Walker	1969	J, Mo, OL
Baker	--	America's first trained nurse	Baker	--	Mo
Banks	641.3	How we get our dairy food	Benefic	1964	Ma

*Colorado - C, Franklin - F, Garfield - Ga, Grant - Gr, Jefferson - J, Lincoln - L, Madison - Ma, McKinley - Mc, Montpelier - Mo, Mulberry - Mu, Washington - W , Musser Public Library - PL

4/5/74

CAREER EDUCATION BOOKS IN MEDIA CENTERS

AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
Baranski	391	Mask making	Davis	1954	L
Barr	651	Busy office, busy people	Whitman & Co.	1968	Gr, PL
Barr	551.5	Dan the weatherman	Whitman	1958	L, W, PL
Barr	793.7	Entertaining with number tricks	McGraw	1971	L
Barr	507.2	More research ideas for young scientist	McGraw	1958	L, PL
Barr	383	Mr. Zip and the US Mail	Whitman	1964	F, L, PL
Barr	507.2	Research ideas for young scientist	McGraw	1961	L
Barr	551.59	What will the weather be?	Young Readers Pr.	1971	Ga, PL
Barr	364.12	Young scientist and the police dept.	McGraw Hill	1967	Mu
Barr	796	Young scientist and sports	McGraw	1962	L, PL
Bartlett	020	Book to begin on libraries	Hold	1964	Mo
Bate	624	Who built the bridge	Scribners	1954	L
Bate	627	Who built the dam	Scribners	1958	Ma, PL
Bate	625.7	Who built the highway	Jr. Literary Guide & Scribner	1953	Mo

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CAREER EDUCATION BOOKS IN MEDIA CENTERS

AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
Baumann	913.03	Caves of the great hunters	Pantheon	1962	L, PL
Baumann	913.335	In the land of UR	Pantheon	1969	L
Beams	363.2	Calling car 24 Frank	Messner	1972	Ma, PL
Beim	E	County garage	Morrow	1952	Ga, PL
Beim	E	Danny and the dog doctor	Morrow	1950	Ga, PL
Benson	387.2	Ship	Grossett-Dunlap	1971	Gr
Bergaust	551.4	Oceanographers in action	Putnam	1968	L
Bergaust	359	Marine corps in action	-	1965	Ma
Bergaust	797.23	Skin divers in action	Putnam	1965	F
Begere	720.9	From stones to skyscrapers	Dodd	1960	L
Berk	792	How to have a show	Watts	1957	L, Mo, PL
Bethell	E	When I grow up	Grossett	1965	Ga, Mo
Bethers	630	Perhaps I'll be a farmer	Aladdin	1950	F, Ga, L, Ma, PL
Binder	523	Riddle of astronomy	Basic Book	1964	L
Block	623.8	Real books about ships	Garden City	1953	J, PL

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AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
Boardman	387.5	Carrying cargo (Merchant Marine)	Nelson	1968	Ga
Brolian	690.86	I know a house builder	Putnam	1968	Ma
Branley	629.4	A book of astronauts for you	Crowell	1963	J, L, Mo, Mu, PL
Branley	523.01	Book of outer space for you	Crowell	1970	Mo
Branley	629.4	A book of satellites for you	Crowell	1971	J, L, PL
Braude	659.1	Andy learns about advertising	TS Denison	1967	Gr
Braude	368.3	Bruce learns about life insurance	TS Denison	1967	Gr
Braude	Fic.	Jeff learns about the FBI	TS Denison	1968	Gr
Braude	Fic.	Richard learns about railroading	TS Denison	1969	Gr
Breetveld	362.7	Getting to know United Nations Crusaders	Coward-McCann	1961	Ma, Mo, PL
Brennan	920	Adventures in courage, the skymasters from ballonist to first spaceman	Reilly-Lee	1968	Gr
Brewster	614.8	The first book of firemen	Watts	1951	Ma, PL
Bridges	636.089	Zoo doctor	Morrow	1957	L, W
Brindze	347.9	All about courts and law	Random	1964	L, PL
Bronowski	541	Biography of an atom	Harper	1965	Mo

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AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
Brooks	665.5	Picture book of oil	Day Co.	1965	Gr, PL
Buchheimer	617	Let's go to a dentist	Putnam	1959	Ga, Gr, J, Ma, PL
Buchheimer	027.62	Let's go to the library	Putnam	1957	Gr
Buchheimer	383	Let's go to a post office	Putnam	1964	Gr, L, PL
Buchheimer	641.6	Let's take a trip to a bakery	Putnam	1956	Gr, Ma, W, PL
Buchheimer	614.8	Let's take a trip to the fire house	Putnam	1956	Ma
Bucknall	385	Trains	Grossett-Dunlap	1970	Gr
Burleight	625.2	Let's ride in the caboose	Follett	1969	Gr
Burton	790	Real book about treasure hunting	Garden City	1953	L, PL
Butkus	796.33	Inside defensive football	Regnery	1971	L
Butler	629.2	Let's go to an automobile factory	Putnam	1961	Gr, L, Ma, W, PL
Caldin	629.13	Test pilot	Dutton	1961	L
Cain	656	Story of american transportation	Fideler	1959	Gr, PL
Calder	610.9	The wonderful world of medicine	Doubleday	1969	J, Mo, PL
Carlson	792	Act it out	Abington	1956	L, Mo, PL

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AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
Chamberlain	523	Planet, stars, and space	Creative Educ.	1962	L
Chace	623.88	About the captain of a ship	Melmont	1959	F, PL
Chace	387	About the captain of a ship	Melmont	1958	C
Chace	629.132	About the pilot of a plane	Melmont	1959	C, PL
Chapon	384	News travels	Whitman	1967	J, PL
Chapin	614	Clean streets, clean water, clear air	Whitman	1970	Ma, Mo, PL
Chapin	637	Dairyman Don	Whitman	1968	Ma, PL
Chapin	363.2	Squad car 55	--	1966	Ma, PL
Chapin	380.5	Wings and wheels	Whitman	1967	L, PL
Chester	624	Let's go build a suspension bridge	Putnam	1966	Ma, Mo
Cochrane	628.4	Let's go to a sanitation department	Putnam	1965	Ga,Gr,J,L,Ma,Mc,Mo, W, PL
Colby	358.407	Air force academy	Coward-McCann	1962	J, Mo, W
Colby	359.7	Annapolis	Coward-McCann	1964	J, Mo
Colby	629.45	Astronauts in training	Coward-McCann	1969	Gr, L
Colby	629.4	Beyond the moon	Coward-McCann	1971	L

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AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
Colby	353.2	Fish and wildlife (The story of the work of the US Wildlife Service)	Coward-McCann	1955	Ga
Colby	358.4	North American Air Defense Command	Coward-McCann	1969	Ma
Colby	387.7	Jets of the world	Coward-McCann	1952	L, PL
Colby	353.2	Secret Service	Coward-McCann	1966	L
Colby	387.2	Ships of commerce	Coward-McCann	1963	L
Colby	355.5	Survival (armed forces)	Coward-McCann	1965	L
Colby	690	Tear down to build up	Hasting	1960	L
Collier	614.8	A visit to the firehouse	Norton, WW	1966	F, J, L, Ma, PL
Colman	791.43	Making movies, to feature student films	World	1969	L
Colonius	629.13	At the airport	Melmont	1953	L, PL
Colonius	664.7	At the bakery	Melmont	1967	J, L
Colonius	627	At the harbor	Melmont	1953	L, PL
Colonius	020	At the library	Melmont	1954	Mc, PL
Colonius	383	At the post office	Melmont	1967	Ga, J, L, Mc, Mu, PL
Compton	359.9	What does a coast guardsman do?	Dodd-Mead	1968	Ga

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AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
Cooke	665.5	Behind the scenes at an oil field	Dodd	1959	Gr, L, PL
Cooke	796.7	Racing cars that made history	Putnam	1960	L
Coombs	796.7	Auto racing	Morrow	1971	Mo
Coombs	796.7	Drag racing	Morrow	1970	L, Mo, PL
Coombs	629.133	Sabre jet ace	Wheeler	1959	L, PL
Corbett	621.388	What makes tv work?	Little	1965	J
Cosgrove	387.2	America sails the seas	Houghton	1962	L
Cosgrove	362.1	Your hospital, a modern miracle	Dodd-Mead	1962	F, Ga, Gr, J, L, Ma
Coy	610.9	Doctors and what they do	Watts	1956	Ga
Coy	362.1	First book of hospitals	Watts	1964	L
Crosetti	796.357	Frank Crosetti's secrets of base-running and infield play	Putnam	1966	L, PL
Curren	624	The world builds the bridge	Harvey	1970	L
Davidow	743	Let's draw animals	Grosset	1960	L, PL
Davis	371.4	Careers in a bank	Lerner	1973	Mc, PL
Davis	371.4	Careers in baseball	Lerner	1973	Mc, PL

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AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
Davis	371.4	Careers in medical center	Lerner	1973	Mc
Davis	371.4	Careers in printing	Lerner	1973	Mc, PL
Davis	371.4	Careers with a telephone co.	Lerner	1973	Mc, PL
Dean	381.4	Careers with an airline	Lerner	1973	Mc
Dean	371.4	Careers in a department store	Lerner	1973	Mc, PL
Dean	676	About paper	Melmont	1968	L, PL
Dean	551.4	Men under the sea	Harvey House	1972	L, Mo
Dietz	610.9	All about great medical discoveries	Random	1960	J, PL
Dillon	352	About policemen	Childrens	1957	C
Dillon	352	About policemen	Melmont	1967	PL
Di Valentin	745.503	Practical encyclopedia of crafts	Sterling	1970	L
Eberie	610.9	Modern medical discoveries	Crowell	1968	J, Mo
Eberle	641.6	Basketfull, the story of food	Crowell	1946	Gr, PL
Egan	629.133	Space for everyone	Rand	1961	J, PL
Elting	796.3	First book of baseball	Watts	1950	L, PL
Elting	670	The lollypop factory and lot of others	Doubleday	1946	Mc, PL

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AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
Elting	353	We are the government	Doubleday	1945	Ma, PL
Engle	629.13	Parachutes	Putnam	1972	M, Mo
Epstein	341,13	The United Nations (first book of)	--	1959	Ma, PL
Epstein	355	Real book about spies	Garden City	1953	J, L, PL
Epstein	920	Stories of champions-Baseball Hall of Fame	Garrard Publ.	1965	Gr
Erdoes	780.9	Musicians around the world	McGraw Hill	1967	Gr
Ericsson	617.7	About glasses for Gladys	Melmont	1962	Ma, PL
Fenton	523.3	The moon for young explorers	Day	1963	L
Finlayson	796.357	Champions at bat	Garrard Publ.	1970	Gr
Fisher	685	Shoemakers	Watts	1967	Gr, L, PL
Fisher	341.13	You and the United States	--	1947	Ma
Floethe	637	The farmer and his cows	Scribner's	1957	Ma
Floethe	634.9	The story of lumber	Scribner's	1962	Gr
Francis	614.8	Here comes the fire engine	Fideler	1950	Ma
Freeman	629.44	Space base	Watts	1972	L

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AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
Freeman	621.3	Story of electricity	Random	1961	J, PL
Freeman	796.357	Basic baseball strategy	Doubleday	1965	Mo
Friskey	389	About measurement	Melmont	1965	Mo
Froman	500	Wanted: amateur scientists	McKay	1963	L, PL
Fuchs	621.48	What makes a nuclear power plant work	Delacorte	1971-72	J, Mo
Gallant	523.4	Exploring Mars	Doubleday	1968	L, PL
Gates	333.7	True book of conservation	Childrens	1959	J, Ma, PL
Gelman	920	Young baseball champions	Norton, WW	1966	J
Glanzman	629.45	Man in space to the moon	Crowell	1970	Ma
Glubok	913.03	Art and archaeology	Harper	1966	Mo
Gollwitzer	741	Joy of drawing	Sterling	1961	L, PL
Goodspeed	637	Let's go to a dairy	Putnam	1957	L
Goodspeed	657.87	Let's go to a supermarket	Putnam	1958	L
Goodspeed	690	Let's go watch a building go up	Putnam	1956	L
Goodwin	629.4	All about rockets and space flight	Random	1964	Mo

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AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
Gough	920	Boyhoods of great composers	Walck, Inc.	1960	Gr, PL
Graham	641.3	The great American shopping cart	Simon-Schuster	1969	Ma
Granberg	E	Johnny wants to be a policeman	Aladdin	1951	Ga, PL
Grater	736.9	Make it in paper	Taplinger	1961	L
Greene	636.089	Animal doctors: what do they do?	Harper	1967	L, PL
Greene	917.8	Cowboys: what do they do?	Harper-Row	1972	Ma
Greene	672	Let's go to a steel mill	Putnam	1961	L, Ma, Mo
Greene	610	Doctors and nurses: what do they do?	Harper-Row	1963	C
Greene	625.2	Railroad engineers and airplane pilots	Harper-Row	1964	C, PL
Greene	355.3	Soldiers and sailors: what do they do?	Harper-Row	1963	Ma, PL

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AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
Greene	352	What do they do-policemen and firemen	Harper	1962	L, PL
Greene	383	Where does a letter go?	Harvey	1966	L, PL
Greene	387.7	I want to be: airplane hostess	Childrens Press	1960	Ga, J, Ma, Mc, Mu, W, PL
"	636.089	animal doctor	"	1956	C
"	621.386	architect	"	1969	L, Mu
"	644	baker	"	1956	Ma, PL
"	792.8	ballet dancer	"	1959	Mu, PL
"	796.357	baseball player	"	1961	G, Ma, Mu
"	646.7	beauty operator	"	1969	L, Mu
"	629.28	bus driver	"	1957	F,Ga,J,Ma,Mc,Mu,W,PL
"	694	carpenter	"	1959	F, PL
"	622	coal miner	"	1957	Ga,Gr,Ma,Mu,W,PL
"	917.8	cowboy	"	1960	F,Ga,J,Ma,Mu,W,PL
"	637	dairy farmer	"	1957	Ga,J,Ma,Mu,W,PL
"	617.6	dentist	"	1960	Ga,J,Ma,Mu,W,PL

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AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
Greene	610	doctor	ChildrensPress	1958	F,Ga,Gr,J,Ma,Mc,Mu, W,PL
"	630	farmer	"	1959	F,Ga,J,Ma,Mu,W,PL
"	352	fireman	"	1959	C,Ga,J,Ma,Mu,W,PL
"	639	fisherman	"	1957	C,F,Pl
"	634.9	forester	"	1969	L, Mu
"	640	homemaker	"	-	Ga,J,Ma,Mu,W,PL
"	020	librarian	"	1960	Ga,J,Ma,Mc,Mu,W,PL
"	621	mechanic	"	1959	Ga,J,Ma,Mc,Mu,W,PL
"	070.4	news reporter	"	1958	Ga,Gr,J,Ma,Mc,Mu,W,PL
"	610.73	nurse	"	1957	C,F,Ga,J,Ma,Mu,W
"	634	orange grower	"	1956	C,Ga,J,Ma,Mc,Mu,W,PL
"	629.132	pilot	"	1957	C,F,Mu,W,PL
"	352	policeman	"	1958	C,F,Ga,Gr,J,Ma,Mu, W, PL
"	383	postman	"	1958	F,Ga,J,Ma,Mc,Mu,W,PL
"	642	restaurant owner	"	1959	F,Ga,J,Ma,Mu,W,PL

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AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
Greene	625.7	road-builder	Childrens Press	1958	Mu,PL
Baker	658.85	sales clerk	"	1969	L, Mc
Greene	507.2	scientist	"	1961	Ga,J,Ma,Mc,Mu,W,PL
"	651	secretary	"	1969	L, Mu
Baker	629.28	service station attendent	"	1972	Mc
Greene	629.4	space pilot	"	1961	C,Ma, PL
"	658.87	storekeeper	"	1958	Mc,Mu, PL
Baker	388	taxi driver	"	1969	L
Greene	371.3	teacher	"	1969	Ga,J,Ma,Mu,W,PL
"	621.386	telephone operator	"	1968	Mu, PL
"	625	train engineer	"	1956	F, Ga,J,Ma,Mu,W, PL
"	629.28	truck driver	"	1958	Ga, Gr,J,Ma,Mu,W,PL
"	590.74	zoo-keeper	"	1957	Ga,J,Ma,Mc,Mu,W,PL
Gruenburg	641	Your breakfast and the people who made it	Doubleday	1954	Ma, PL
Hamilton	627	Let's go to a dam	Putnam	1963	L
Hammond	387.1	Let's go to a harbor	Putnam	1959	L
Hastings	383	About postmen	Melmont	1957	C, Mu, PL

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AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
Hathway	910.9	Maps and map making	-	-	L, PL
Hawkinson	741	Collect, print, paint from nature	Whitman	1963	L, PL
Hawkinson	741	More to collect, print, paint from nature	Whitman	1964	L, PL
Hawkinson	751.4	Paint a rainbow	Whitman	1970	L
Hefflefinger	635.089	At the pet hospital	Melmont	1964	Ma
Hefflefinger	352	Firemen	Melmont	1957	C, Mu, PL
Heintze	523.1	Search among the stars	Van Nostrand	1966	L
Hellman	527	Navigation: land, sea and sky	Prentice Hall	1966	L, PL
Herbert	507.2	Mr. Wizard experiments for young scientists	Doubleday	1959	L
Heuroid	383	I know a postman	Putnam	1967	L
Hirshberg	920	Basketball's greatest stars	Putnam	1963	Gr
Hirshberg	921	Henry Aaron	Putnam	1969	Gr
Hoffman	331.7	About friendly helpers for health-safety	Melmont	1954	Gr, PL
Hoffman	331.83	About helpers who work at night	Melmont	1963	C

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AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
Hoffman	372.1	About school helpers	Melmont	1955	C, PL
Hoffman	600	More friendly helpers	Melmont	-	L, PL
Hoffman	600	Our friendly helpers	Melmont	1954	L, PL
Hoffman	646	Sew easy	Dutton	1956	L, PL
Hunt	359.9	Story of US Marines	Random	1951	J, L, Mo, PL
Huntington	387.5	Cargoes	Doubleday	1964	L, PL
Hutchinson	629.133	Space travel	Maxton	1958	J, PL
Hyde	629.4	Men behind the astronauts	Dodd	1965	L, PL
Hyde	353.2	What does a secret service agent do?	Dodd-Mead	1962	W
Ipcar	630	Ten big farms	Knopf	1958	Ma
Iritani	664	I know a barber	Putnam	1969	Ga
Ivins	523.8	Beginning knowledge book of stars and constellations	Crowell	1969	L
Jackson	796.7	Cars against the clock	Walck, Inc.	1971	Gr
Jackson	796.357	How to play better baseball	Crowell	1963	L
Jackson	796.33	How to play better football	Crowell	1972	L, PL

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AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
Jacobs	770	You and your camera	Lothrop	1971	L, PL
Johnson	353.03	The cabinet	Morrow	1966	F, L, PL
Johnson	745.54	Papier-mache	McKay	1968	L, Mo
Johnson	1962	The presidency	Morrow	1962	L
Joseph	797.1	Better water skiing for boys	Dodd		L, PL
Jubelier	617	About Jack's dental check-up	Melmont	1959	Ma, Mo, PL
Judson	331.7	People who come to our house	Rand-McNally	1940	C
Judson	331.7	People who work in the country - in the city	Rand-McNally	1943	C, Mo
Jupo	641	The sweetest story ever told	Sterling	1956	Gr, PL
Kay	610.73	The first book of nurses	Watts	1968	F , Ga
Keen	507.2	Let's experiment	Grosset	1968	L
Kelby	629.136	Airport builder, The	Addison-Wesley	1973	Mo
Kinsler	510.78	Computers: machines with a memory	Hawthorn	1968	L
Klagsbrun	020	Read about the librarian	Watts, F.	1970	Ga, Mu, W
Klagsbrun	628	Read about the sanitation man	Watts	1972	Ga, Ma

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AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
Knight	355.3	Real book about armed forces	Garden City	1959	L
Kohn	770.2	Photography	Young Readers Pr.	1970	Ga
Kuhn	353.2	The story of the Secret Service	Random House	1965	J, PL
Kunhardt	E	Dr. Dick	Harper Bros.	1962	Gr, PL
Landin	352	Policemen around the world	Melmont	1964	F, Ga, Gr, J, L, Ma, Mc, W, PL
Lavine	927.2	Famous american architects	Dodd	1967	Gr, PL
Lavine	920	Famous industrialists	Dodd-Mead	1961	Gr
Lavine	363.6	Under the city	Doubleday	1967	Ma
Lavine	353	What does a congressman do?	Dodd-Mead	1965	F, Ga, Gr, J, L, Ma, Mc, W, PL
Lavine	309.2	What does a Peace Corps volunteer do?	Dodd-Mead	1964	C, F, Ga, Ma, Mu, W
Lavine	353	What does a senator do?	Dodd	1967	Ga, Gr, J, L, Ma, Wa, PL
Lazarus	687	Let's go to a clothing factory	Putnam	1961	L
Lenski	630.1	The little farm	Walck	1942	Ma, PL
Lent	338	Men at work in the great lakes states	Putnam	1958	F,Ma, Mo
Lent	338	Men at work in the middle atlantic states	-	1970	Ma

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AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
Lent	338	Men at work in new england	Putnam	1967	F, Ma
Lent	338	Men at work in the south	Putnam	1969	Mu
Lent	338	Men at work on the west coast	Putnam	1968	F, Ma
Lewellen	629.13	Tommy learns to fly	Crowell	1965	L, PL
Lewellen	629.13	True book of airports and airplanes	Childrens Press	1956	Gr, Mo, PL
Lewellen	385	You and american life line	Childrens	1952	L, PL
Lewellen	629.133	You and space travel	Childrens	1951	J, L, PL
Lewellen	380.5	You and transportation	Childrens	1965	L, PL
Lewis	628	Clean the air!	McGraw	1965	L, PL
Ley	629.133	Man made satellites	Guild	1957	L, PL
Ley	629.133	Man in space	Singer	1959	J, L, PL
Ley	629.133	Space pilots	Guild	1957	Gr, J, L, PL
Ley	629.133	Space stations	Guild	1958	J, PL
Libby	796.7	Great american race drivers	Cowles	1970	L
Lidstone	778.5	Children as film makers	Van Nostrand	1970	L

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AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
Liffring	Fic.	Dee and Curtis on a dairy farm	Follett	1957	
Liffring	Fic.	Jim and Alan on a cotton farm	Follett	1959	
Liffring	Fic.	Mike and Dick on a Washington apple farm	Follett	1962	Gr, PL
Liffring	Fic.	Ray and Stevie on a corn belt farm	Follett	1956	Gr, PL
Linn	519.2	Probability, the science of chances	Crowell	1972	L, PL
Marsh	526.8	All about maps and mapmaking	Random	1963	Mo
Masin	796.357	How to star in baseball	Four Winds Press	1960	W, PL
Masin	796.32	How to star in basketball	Four Winds Press	1966	W, PL
Masin	796.33	How to star in football	Four Winds Press	1966	Gr, W, PL
Mauzey	665.5	Oilfield boy	Abelard	1957	Gr, L, PL
Mayer	796	Answer book of sports	Grosset	1969	L
Melville	796	Stamp collecting for fun and profit	Arch Books	1961	L
Meshover	637	You visit a dairy clothing factory	Benefic	1965	Ma
Meuer	630	How farms help us	Benefic	1970	Ma
Meyer	621	Machines	World	1958	J

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AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
Miers	353.5	Story of FBI	Grosset	1965	L
Miers	796.35	Baseball	Grosset	1967	Mo
Milgram	507.2	ABC science experiments	Crowell-Collier	1970	L
Milgram	507.2	Adventure, with: a ball, a straw, a string	Dutton	1965-67	L, Mo
Milgram	507.2	Milgram	Dutton	1968	Mo
Miner	380	True book of communications	Childrens	1960	J, PL
Miner	383	True book of our post office and its helpers	Childrens	1955	L, PL
Miner	352	True book of policemen and firemen	Childrens	1954	C, Ga, Gr, J, L, Ma, W, PL
Moore	710	Architecture	Watts	1961	Mo
Morgan	797.5	Model airplane racing	Lippincott	1972	L
Mul-holland	793.8	Magic of the world	Scribner	1965	L
Munch	629.4	What is a rocket	Benefic	1961	J, PL
McCabe	384	How communication helps us	Benefic Press	1964	Ma
McCall	687	How we get our clothing	Benefic	1961	Ma

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CAREER EDUCATION BOOKS IN MEDIA CENTERS

AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
McCall	625	Men on iron horses	Childrens	1960	L, PL
McCarthy	343-347.9	Let's go to a court	Putnam	1961	Gr, J, Ma, PL
McGovern	791.3	If you lived with the circus	Four Winds	1972	L, PL
McGuire	309.2	The Peace Corps-- kindlers of the spark	Macmillian Co.	1967	Ma, W
Naville	629.13	Aviation dictionary for boys & girls	McGraw	1944	J, PL
Newell	520	Space book for young people	McGraw	1968	L, PL
Newman	386	About camels	Melmont	1964	L
Newman	352	About the people who run the city	Melmont		Ga, J, Ma, Mc, PL
Newberger	354.71	Royal Canadian mounted police	Random	1953	L, PL
Norling	630	Pogo's farm adventure (soil)	Holt	1948	L, PL
Norling	629.2	Pogo's truck ride	Holt	1954	L, PL
Notkin	507.2	How and why beginning science	Grosset	1960	L, PL
Paradis	332.6	The bulls and the bears	Hawthorne	1967	J, PL
Parish	746.9	Costumes to make	Macmillian	1970	L, Mo, PL
Perkins	676	Let's go to a paper mill	Putnam	1969	L

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AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
Philips	388.3	About the driver of a bus	Melmont	1959	C, PL
Phleger	551.4	You will live under the sea	Beginner Bks	1966	L, PL
Pinney	910.9	Quest for the unknown (explorers of today)	Lippincott	1965	L, PL
Polgreen	629.133	Space pilots	Guild Press	1957	W
Poole	629.133	Balloons fly high	McGraw	1961	L
Poole	627	Diving for science	McGraw	1955	L
Posell	656	True book of transportation	Childrens Press	1957	Gr, PL
Provus	380.5	How we travel on land	Benefic	1962	L
Provus	387.2	How we travel on water	Benefic	1962	L
Rachlis	359.9	Story of the US Coast Guard	Random	1961	L
Radlauer	525	About four seasons and five senses	Melmont	1960	Mo
Radlauer	301.3	What is a community	Elk Grove	1967	Mo
Radlauer	621.48	About atomic power for people	Melmont		J, PL
Ray	371.4	Careers in computers	Lerner	1973	Mc, PL
Ray	371.4	Careers in football	Lerner	1973	Mc, PL

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AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
Ray	796.9	Careers in hockey	Lerner	1973	Mc, PL
Ray	371.4	Careers with the police dept.	Lerner	1973	Mc, PL
Ray	371.4	Careers with a television station	Lerner	1973	Mc, PL
Ray	387.7	What does an airline crew do?	Dodd-Mead	1968	Ga, Mc
Reck	380.5	Romance of transportation	Crowell	1962	L
Reeder	355.7	The West Point story	--	1956	Ma, PL
Reynolds	353.5	The FBI	Random	1954	L, PL
Rice	386.09	Chicago, part to the world	Follett	1969	Ma
Richter	791.5	Fell's guide to hand puppets	Fell	1970	L
Rodale	635	Basic book of organic gardening	Rodale	1971	Mo
Rosenfield	332.4	Let's go to the mint	Putnam	1960	Gr, J, Ma, W, PL
Ross	791.5	Hand puppets: how to make and use them	Lathrop	1969	L
Rowe	331.7	City workers	Watts	-	Ga
Rowland	362.1	Let's go to a hospital	Putnam	1968	Ga, L
Rubicam	338	Men at work in the great plains states	Putnam	1968	Ma
Rubicam	338	Men at work in Hawaii	Putnam	1967	Gr, Ma

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AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
Ruden	796.7	Men at speed	Holt	1961	L
Russell	Fic	Friendly workers visit Larry	Dennison, TS	1960	Gr
Samachson	782.1	The fabulous world of opera	Rand-McNally	1962	L
Samachson	913	Good digging	Rand-McNally	1960	L, PL
Sasek	341.13	This is the United States	-	1968	Ma
Sattlier	745.59	Holiday gifts, favors, and decorations that you can make	Lothrop Lee	1971	L, PL
Scharff	629.4	Into space with the astronauts	Grosset	1965	Mu
Schegger	731.5	Make your own mobiles	Sterling	1965	L, PL
Schima	610.73	I know a nurse	Putnam	1968	Gr
Schloat	522	Andy's wonderful telescope	Scribner	1958	L, Mo
Schloat	383	Adventures of a letter	Scribner	1949	L, Mo, PL
Schneider	363.6	Let's look under the city	Scott	-	Ma,Mc, PL
Schneider	621.385	Your telephone and how it works	McGraw	1952	J, PL
Schwartz	352	The city and it's people	Dutton, EP	1967	Gr
Seaver	796.7	Mini-bike racing	Lippincott	1972	L
Seewagen	796.34	Tennis	Follett	1968	Gr

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AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
Seidelman	738.1	Creating with clay	Crowell	1967	L, Mo
Seidelman	738.5	Creating mosaics	Crowell	1967	L, Mo
Seidelman	745.54	Creating with papier-mache	Crowell-Colleir	1971	L, Mo
Selz	629.133	Flight in a jet	Grossett-Dunlap	1967	Gr
Shannon	641	About food and where it comes from	Melmont	1961	Ma, PL
Shannon	687	About ready to wear clothes	Melmont	1961	F, Mc, PL
Shapp	363.2	Let's find out about policemen	Watts	1962	Mc, Mo, PL
Shapp	621	Let's find out what electricity does	Watts, F.	1961	J, PL
Shary	387.7	What happens when you travel by plane	Reilly & Lee	1968	Gr
Shay	384.55	What happens at a television station	Reilly	-	L
Shay	690	What happens when you build a house	Reilly	1970	Ga
Simon	617	See the first star	Whitman	1968	Ma, PL
Simpson	384	About news and how it travels	Melmont	1960	Ma, Mo, PL
Siverzey	507.2	Science shows you how	McGraw	1964	J
Skaar	636.1	A boy and his horse	Scott	1958	J, PL

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AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
Smith	641	Bill's story of the wholesale produce market	Scribner	1951	L
Smith	641	Bob's story of the retail food market	Scribner	1951	J, L
Smith	629.13	Joe's story of the airport	Scribners	1951	L
Smith	338.979	Men at work in Alaska	Putnam	1967	Gr
Sootin	591.5	Let's go to the zoo	Putnam	1959	Gr, PL
Speiser	362.7	Unice and the world	Day, John Co.	1965	Ma
Staulk	387.7	I know an airplane pilot	Putnam	1969	L
Stevens	629.2	The trucks that haul by night	Crowell	1966	Ma
Stoddard	621.388	First book of television	Watts	1955	J, PL
Sullivan	920	Pro football greats pass to win	Garrard Publ.	1968	Gr
Summerall	796.33	Kicking to win	Viking	1968	L
Tamarin	628	Fire fighting in America	Macmillian	1971	L, PL
Taylor	629.133	Jet planes work like this	Phoenix House	1958	J, PL
Terrell	353.81	US Dept of Agriculture	Duell, Sloan, Pierce	1966	J, L, Ma, PL
Terrell	353.84	US Dept of Health, Educ., and Welfare	Duell, Sloan, Pierce	1966	J, L, Ma, PL
Thompson	610	About Miss Sue, the nurse	Melmont	1961	F, Gr, J, L, Ma, PL

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Thompson	610.73	Doctor John	Melmont	1959	C, Ma
Throneburg	629.4	Man on the moon	Knopf	1961	Ma, PL
Torbert	333.7	Park rangers and game wardens	Hastings House	1968	G
Turley	796.35	Bob Turley's pitching secrets	Putnam	1965	L
Weiss	783.3	Ceramics	Young-Scott	1964	L, PL
Weiss	551.4	Man explores the sea	Messner	1969	Ma
Weiss	745	Collage and construction	Young-Scott	1970	L
Wells	629.133	What does an astronaut do?	Dodd-Mead	1961	Ga,Gr,J,L,Ma,PL
Wells	629.132	What does a test pilot do?	Dodd	1969	L
West	400	Breaking the language barrier	Coward-McCann	1961	L
White	507.2	Investigating science with: rubber band, nails	Addison	1969-70	L
Whittlesey	309.2	US Peace Corps	Coward-McCann	1963	Gr
Wilkinson	--	Come to work with us in house construction	Sextant Systems	1970	Ma
Williams	332.1	I know a bank teller	Putnam	1968	Ga, Gr
Williams	352	I know a fireman	Putnam	1967	C, Ga, Mo, Mu, PL
Williams	352	I know a mayor	Putnam	1967	C, Ga, Mo, PL

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Williams	352	I know a policeman	Putnam	1966	Ga, PL
Wilson	797.2	Boy beneath the sea	Harper	1958	L
Wolfe	352	Let's go to a city hall	Putnam	1958	Gr, J, L, Ma, PL
Wolfe	551.6	Let's go to a weather station	Putnam	1959	F, PL
Woodling	796.357	Gene Woodling's secrets of batting	Putnam	1967	L
Yanripper	796.32	The game of basketball	Garrard	1967	L
Yates	621.38	Boys book of communication	Harper	1942	J, PL
Yavett	796.9	Skiing for beginners	Scribner	1971	L
Young	E	If I drove a truck	Lathrop	1967	L, PL
Zaidweberg	743	How to draw birds, fish, reptiles	Abelard	1962	L
Zaidweberg	743	How to draw people	Vanguard	1952	L
Zaidweberg	743	How to draw wild animals	Abelard	1958	L

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AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
Allen	B	Babe Ruth	Putnam's Sons	1966	Gr
Alvin	B	Ralph J. Bunche, fighter for peace	Julian Messner	1962	Gr
Barton	B	Patrick Henry, boy spokesman	Bobbs-Merrill	1960	Gr, PL
Bontemps	B	Frederick Douglass-- slave fighter freeman	New York Alfred A. Knopf	1968	Gr
Borland	B.	Phillis Wheatley, young colonial poet	Bobbs-Merrill	1968	Gr
Bryant	B	George Gershwin	Bobbs-Merrill	1965	Gr
Burchard	B	Brooks Robinson, sports hero	Putnam's Sons	1972	Gr
Burnett	B	Edward R. Murrow, young newscaster	Bobbs-Merrill	1969	Gr
Cavahanh	B	Abe Lincoln, gets his chance	Rand McNally	1959	Gr
Clark	B	Robert Peary, oy of the north pole	Bobbs-Merrill	1962	Gr, Mo
Cook	B	Franklin D. Roosevelt-valiant leader	Putnam's Sons	1968	Gr
Colver	B	Thomas Jefferson, author of independence	Garrard Publ.	1963	G
Comfort	B	Herbert Hoover, boy engineer-president	Bobbs-Merrill	1965	Gr, PL
D'Aulaire,	B	Abraham Lincoln	Doubleday Co.	1957	Gr, Mo, PL
Dalgliesh	B	Ride on the wind-Charles A. Lindbergh	Scribners Sons	1956	Gr, PL

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DeGering	B	Seeing Fingers, the story of Louis Braille	McKay Co.	1952	Gr, PL
Dority	B	Forten the sailmaker, pioneer, champion of negro rights	Rand-McNally	1968	Gr, Mo, PL
Fowler	B	Great mericans	Fideler Co.	1960	Gr, PL
Franchere	B	Carl Sandburg, voice of the people	Garrard Publ.	1970	Gr
Frisbee	B	John F. Kennedy, young statesman	Bobbs-Merrill	1964	Gr, PL
Garst	B	Custer General	J. Messner Inc.	1944	Gr, PL
Graham	B	Clara Barton Red Cross pioneer	Ablingdon Press	1956	Gr, Mo, PL
Guthridge	B	Tom Edison, boy inventor	Bobbs-Merrill	1947	Gr, PL
Hammontree	B	Walt Disney, young movie maker	Bobbs-Merrill	1969	Gr, Mo
Hano	B	Sandy Kofax, strikeout king	Putnam's Sons	1967	Gr
Henry	B	Andrew Carneigie, young steelmaker	Bobbs-Merrill	1966	Gr, PL
Henry	B	Robert Fulton, boy craftsman	Bobbs-Merrill	1962	Gr, PL
Howe	B	Amelia Earhart	Bobbs-Merrill	1950	Gr, Mo
Hudson	B	Dwight D. Eisenhower	Bobbs-Merrill	1970	Gr, Mo

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Hudson, W.J.	B	J.C. Penney-golden rule boy	Bobbs-Merrill	1972	Gr, Mo
Jacobs, H.H.	B	Famous american women athletes - bowling-swimming-tennis-golf-skating-skiing-track	Dodd-Mead	1964	Gr
Judson, C.I.	B	Abraham Lincoln, friend of the people	Wilcox-Follett	1952	Gr, PL
Judson, C.I	B	George Washington-leader of the people	Wilcox-Follett	1951	Gr, PL
Katx, M P	B	Grace Kelly, movie star to princess	Coward-McCann	1970	Gr
Knight, D.C.	B	Robert Koch, father of bacteriology	F. Watts, Inc.	1961	Gr, PL
Latham, J.L.	B	Samuel F.B. Morse, artist inventor	Carrard Publ.	1961	Gr
Leeuw, J.	B	Edith Cavell, nurse, sky, heroine	Putnam Sons	1968	Gr
Long, Laura	B	Douglas MacArthur, young protector	Bobbs-Merrill	1965	Gr, PL
Malkus, A. Sims	B	The story of Winston Churchill	Grossett-Dunlap	1957	Gr, PL
Mann, Peggy	B	Amelia Earhart, first lady of flight	Coward-McCann	1970	Gr
Mann, Peggy	B	Clara Barton, battlefield nurse	Coward-McCann	1969	Gr
Mason, M.E.	B	Mark Twain, boy of old Missouri, poet and author	Random House	1966	Gr, PL
Mason, M.E.	B	William Penn, friendly boy	Bobbs-Merrill	1964	Gr, PL

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Mason	B	Young Auduban, boy naturalist	Bobbs-Merrill	19431	Gr, PL
Melick	B	Dolley Madison, first lady, an american heroine biography	Putnam's Sons	1970	Gr
Millender	B	Louis Armstrong, young music maker	Bobbs-Merrill	1972	Gr
Myers	B	Edward Bok, young editor	Bobbs-Merrill	1967	Gr, PL
Newman	B	Ethel Barrymore girl actress	Bobbs-Merrill	1966	Gr, PL
North	B	Mark Twain and the river author	Houghton Mifflin	1961	Gr, PL
Olds	B	Lyndon Baines Johnson, president	Putnam's Sons	1965	Gr, PL
Olds	B	Richard Nixon, lawyer and vice-president	Putname's Sons	1970	Gr, PL
Parklin	B	Andrew Jackson, pioneer and president	Garrard Publ.	1962	Gr
Reeder	B	Ulysses S. Grant, horseman & fighter	Garrard Publ.	1964	Gr
Richards	B	Charles Lindbergh, aviator	Childrens Press	1968	Gr, PL
Rouveral	B	Harriet Beecher Stowe: woman crusader	Putnam's Sons	1968	Gr
Snow	B	Eli Whitney, boy mechanic	Bobbs-Merrill	1962	Gr, PL
Stevenson	B	Abe Lincoln, frontier boy	Bobbs-Merrill	1953	Gr, PL
Stevenson	B	Ben Franklin	Bobbs-Merrill	1953	Gr, PL

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Stevenson	B	Booker T. Washington--Ambitious Boy	Bobbs-Merrill	1950	Gr, PL
Stevenson	B	Clara Barton, girl nurse	Bobbs-Merrill	1962	Gr, PL
Stevenson	B	George Carver, boy scientist	Bobbs-Merrill	1944	Gr, PL
Stevenson	B	George Washington--boy leader	Bobbs-Merrill	1953	Gr, PL
Thomas	B	Dwight D. Eisenhower,general,president	Putnam's Sons	1969	Gr, PL
Tottle	B	Ben Franklin, first great american	Houghton-Mifflin	1958	Gr, PL
Van Riper	B	Babe Ruth	Bobbs-Merrill	1959	Gr, PL
Van Riper	B	Knute Rockne, young athlete	Bobbs-Merrill	1959	Gr, PL
Van Riper	B	Lou Gehring, boy of the sandlots	Bobbs-Merrill	1959	Gr, PL
Van Riper	B	Richard Byrd, boy who braved the unknown	Bobbs-Merrill	1958	Gr, PL
Wagoner	B	Jane Addams, little lame girl	Bobbs-Merrill	1962	Gr, PL
Ward	B	Adlai Stevenson, young ambassador	Bobbs-Merrill	1967	Gr, PL
Warner	B	Narcissaz Whitman, pioneer girl	Bobbs-Merrill	1959	Gr
Weddle	B	Joel Chandler Harris, young storyteller	Bobbs-Merrill	1964	Gr, PL
Weddle	B	Walter Chrysler, boy machinist	Bobbs-Merrill	1960	Gr, PL

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Weil	B	Eleanor Roosevelt, courageous girl	Bobbs-Merrill	1965	Gr, PL
Weil	B	John Philip Sousa--marching boy	Bobbs-Merrill	1959	Gr, PL
Weir	B	Benjamin Franklin, printer and patriot	Abingdon Press	1955	Gr, PL
Wilder	B	On the Way Home, about an author	Harper Row	1962	Gr, Mo, PL
Winders	B	Harriet Tubman, freedom girl	Bobbs-Merrill	1969	Gr
Wise	B	Charles Lindbergh, aviation pioneer	Putnam's Sons	1970	Gr
Zehnpfennin	B	Carl Sandburg, poet and patriot	TS Denison & Co	1963	Gr

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(AUDIO VISUAL MATERIALS)

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AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
		Career Study Prints			
		School and school helpers teaching pictures	David C. Cooke		F
		Home and community helpers teaching pictures	David C. Cooke		F
	SP PIC 6	The astronaut-training and equipment	SVE		F
	FS 73	School helpers - 6 filmstrips The teacher The custodian The safety patrol The principal The school nurse The cafeteria worker	McGraw Hill	1957	F
	SFS	Our neighborhood workers - 9 filmstrips 18 the baker 19 the dairyman 20 the shoemaker 21 the tailor 22 Our neighborhood laundry 23 the butcher 24 the banker 25 the watchmaker and jeweler 26 the fruit and vegetable store	Eye Gate	1957	

*Colorado - C, Franklin - F, Garfield - Ga, Grant - Gr, Jefferson - J, Lincoln - L, Madison - Ma, McKinley - Mc, Montpelier - Mo, Mulberry - Mu, Washington - W

4/5/74

CAREER EDUCATION BOOKS IN MEDIA CENTERS
(AUDIO VISUAL MATERIALS)

AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
	FS112	Food - clothing, and shelter 12 FS How we get our food 1. the story of milk 2. the story of bread 3. the story of fruits and vegetables 4. the story of meat How we get our clothing 1. the story of cotton 2. the story of wool 3. the story of leather 4. the story of rubber How we get our shelter 1. planning the home 2. building the foundation 3. building the shell of the home 4. finishing the home	Singer SVE		F
	SFS 46	About people who move and deliver 90 billion raindrops: the US Mail			F
	FS 111	Mail goes through	Eye Gate	1962	F

*Colorado - C, Franklin - F, Garfield - Ga, Grant - Gr, Jefferson - J, Lincoln - L, Madison - Ma, McKinley - Mc, Montpelier - Mo, Mulberry - Mu, Washington - W

4/5/74

CAREER EDUCATION BOOKS IN MEDIA CENTERS
(AUDIO VISUAL MATERIALS)

BEST COPY AVAILABLE

AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
		Pictures			
Moncura		People who come to my house	Child's World	1969	Gr
Thorn		Home and community helpers training pictures	David C. Cooke	1964	Gr
Root		Science Themes-Teaching pictures	David C. Cooke	1967	Gr
	SP 119	Police department helpers	SVE	1965	Gr
	SP 120	Fire department helpers	"	1965	Gr
	SP 121	Postal helpers	"	1965	Gr
	SP 122	Dairy helpers	"	1965	Gr
	SP 123	Supermarket helpers	"	1965	Gr
	SP 124	Hospital helpers	"	1965	Gr
	SP 125	A family at work and play	"	1966	Gr
	SP 126	School friends and helpers	"	1966	Gr
	SP 127	Neighborhood friends and helpers	"	1966	Gr
	SP 128	Keeping the city clean & beautiful	"	1966	Gr
	SP 129	How people travel in the city	"	1966	Gr
	SP 130	Moving goods for people in the city	"	1966	Gr
	--	People in the neighborhood	Childs World	1969	Gr

*Colorado - C, Franklin - F, Garfield - Ga, Grant - Gr, Jefferson - J, Lincoln - L, Madison - Ma, McKinley - Mc, Montpelier - Mo, Mulberry - Mu, Washington - W

4/5/74

CAREER EDUCATION BOOKS IN MEDIA CENTERS
(AUDIO VISUAL MATERIALS)

AUTHOR	DEWEY NUMBER	TITLE	PUBLISHER	COPYRIGHT DATE	SCHOOL AVAILABILITY*
	SFS	Working in US communities guides group I	SVE		Gr
	791.7SFS	World of the circus	SVE		Gr
	SFS	Working in the U.S. communities group II	SVE		Gr
	SFS	The newspaper in America	SVE		Gr
	SFS	The evolution of american industry enterprise, and welfare	SVE		Gr
avaioli	SFS	The american political party system	Eye Gate House	1968	Gr
< 372.8		People, places, products	Field Edu.Publ.	1971	Gr
		90 billion raindrops	US Postal Service WDC	1973	Gr
	Record 920	Sir presidents speak - profile of the presidency	Columbia Marcas Reg.	1972	Gr
	R	Childcraft—several volumes pertain to career education	Field Ent.Educ.	1964	Gr
	R	Talking cassette encyclopedia	Troll		Gr

*Colorado - C, Franklin - F, Garfield - Ga, Grant - Gr, Jefferson - J, Lincoln - L, Madison - Ma, McKinley - Mc, Montpelier - Mo, Mulberry - Mu, Washington - W

ADDITIONAL CAREER EDUCATION RESOURCES

The books, kits, guides, and other materials in this section have been reviewed by the Career Awareness Committee and are recommended for selection at the building level. No priority rankings were assigned so materials have been listed alphabetically by supplier's name.

The review process involved an extensive survey of materials available to date. Items may have been ommitted from this section for either of two reasons:

1. The committee did not obtain copies for evaluation (either because evaluation copies were unavailable or because we were not aware of the availability of materials).
2. Several commercially available units were rejected either because the committee felt that they were of little value or because the materials were not in harmony with our career awareness philosophy.

Further information may be obtained about material selection by checking with a member of the career awareness committee or with the Director of Career Education.

Each school is encouraged to select career awareness materials for their own media center. Through the courtesy of Central State Bank we will have one of the SRA "Focus on Self Development" kits for circulation in the district. This kit is only one of several which appealed to the committee. We're not promoting SRA. Arrangements will be made with each building principal to schedule the kit at your building. As each of you has a chance to use the kit, a letter of thanks would undoubtedly be appreciated by Central State Bank.

Children's Press
1224 Van Buren Street
Chicago, Ill.

"VIP Behind the Scene in Medical Work"(Grades 4-5)
"I Want to Be a Baseball Player" w/cassette (Grade 2)

Education Achievement Corporation

"The Valuing Approach to Career Education" (Sound filmstrips and books)
"Facilitator's Guide"
"It's Your Choice"
"You Are There"
"About Me File"
"Work Values Action"
"Your're On!"
"Getting What You Want"

(Grade level: 3-5) 1974 Cost: $491.85 per set

EMC
180 East Sixth Street
Saint Paul, Minnesota

Career Development Kit for Primary Grades (Sound filmstrips, wall posters, spirit masters, cassette tapes)
"Hello World, Here I Come"
"Airlines Occupations"
"School Occupations"
"Toy Factory"

(Grade level: 2-3) 1974 Cost: $69.00 for set of 4 units

Encyclopedia Britannica Educational Corp.
3712 Jarvis Avenue
Skokie, Ill. 60076

Career Kits for Kids (6800K) (Six kits: sound filmstrips, worker's hat, teacher's guide, spirit masters)
"Rusty, the Construction Worker"
"Larry, the Letter Carrier"
"Freddy the Fireman"
"Maxi the Taxi Driver"
"Barney the Baker"
"Nellie the Nurse"

(Grade level: 3-4) 1974 Cost: $212.00

Guidance Associates
41 Washington Ave.
Pleasantville, N.Y. 10570

(Sound filmstrip sets for elementary students)

300 119 - OFF WE GO/AQUARIUM	($20.00)
300 978 - BELONGING TO A GROUP	($42.50)
300 937 - WHO ARE YOU	($42.50)
300 952 - EXPLORING YOUR FEELINGS	($42,50)
300 176 - OFF WE GO/AUTO PROVING GROUNDS	($20.00)
300 176 - OFF WE GO/ORANGE GROVE	($20.00)
300 851 - PEOPLE WHO CREAT ART	($45.50)
300 695 - PEOPLE WHO HELP OTHERS	($45.50)
300 877 - PEOPLE WHO INFLUENCE OTHERS	($45.50)
300 794 - PEOPLE WHO MAKE THINGS	($45.50)
300 836 - PEOPLE WHO ORGANIZE FACTS	($45.50)
300 596 - PEOPLE WHO WORK IN SCIENCE	($45.50)
300 911 - GUESS WHO'S IN A GROUP	($21.50)
320 893 - WHAT DO YOU EXPECT OF OTHERS	($21.50)
320 919 - WHAT HAPPENS BETWEEN PEOPLE	($21.50)
320 935 - WHO DO YOU THINK YOU ARE?	($21.50)
340 917 - YOU GOT MAD: ARE YOU GLAD?	($21.50)
319 093 - BUT IS ISN'T YOURS	($21.50)
319,135 - STRATEGY	($17.00)
319 119 - THAT'S NO FAIR	($21.50)
319 036 - TROUBLE WITH TRUTH	($21.50)
319 051 - WHAT DO YOU DO ABOUT RULES?	($21.50)

McKnight
Dept. EB
Box 854
Bloomington, Ill 61701

"A Highway to Work and Play"

Units for each grade level 1-6 Cost: $1.00 per student

Random House
Department 3-2
201 East 50th Street
New York, N.Y. 10022

"Adventures in the World of Work" (Six sound-color filmstrips, 7 minutes each)

"Who Puts the Light in the Bulb?"
"Who Puts the Print on the Page?"
"Who Puts the Ice in the Cream?"
"Who Puts the Blue in the Jeans?"
"Who Puts the Room in the House?"
"Who Puts the Groove in the Record?"

(Suggested grade level: 4-6) 1974 Cost: $79.95

Note: A teachers' guide showing the pictures and narration for each of these filmstrips is available in the Career Education Director's Office

Science Research Associates
259 East Erie Street
Chicago, Ill. 60611

Focus on Self Development

Stage One: Awareness (Grades K-2) (Kit complete with filmstrips, cassettes, pictures, and guide) $121.00

Stage Two: Responding (Grades 2-4) (Kit complete with filmstrips, cassettes, pictures, and guide) $135.50

Stage Three: (Grades 4-6) (Kit complete with filmstrips, cassettes, pictures, and guide) $135.50

LONG RANGE PLAN FOR CAREER AWARENESS

Planning Category	Present	1974-75	1975-76	1976-77
Guidance	A. Library resources available at Area IX and our media centers have been identified in the awareness guide and suggestions have been included for incorporating these resources. B. Teachers are primarily responsible for guidance.	A. Bread and Butterflies TV series will provide a teacher inservice session followed by sessions for students. B. Muscatine-Scott staff will by asked to work with career education director to assist teachers with guidance responsibilities.	A. Selected commercially produced material selected by the classroom teacher will be used to assist in establishing guidance activities in the classroom B. A search of TV and other resources will be continued	Continue → Continue →
Articulation	A. Establishment of Awareness Committee to plan scope and sequence B. Development of awareness guide C. Public Affairs Program on Career Awareness (6-3-74)	A. Distribution of awareness guide to all elementary teachers, to each member of the High School Cabinet, Jr. High guidance staff, all principals B. Monthly Career Education newsletter featuring reports on career education activities at all grade levels C. Share Career Awareness slide-tape presentation with PTOs, service clubs, Board of Education, Advisory Council, and other interested groups D. Awareness committee will be resource people at building level and for special meetings E. Follow-up program on KWPC F. Press release on Career Awareness activities	A. Continue Newsletter B. Update slide-tape presentation and continue to share C. Awareness Committee members will serve as resource persons	Continue → Continue → Continue →

Planning Category	Present	1974-75	1975-76	1976-77
Assessment	A. Assessment guide developed B. Assessment plan formulated	A. self assessment using Assessment guide (Fall) B. Review guide, clarify or revise as needed C. In-depth assessment of career awareness program including input provided by an out-of-district team	A. Review of Assessment findings and update of awareness plan where advisable (Fall) B. Implement recommended modifications to awareness plan as indicated by assessment	
Decision Making	A. Policy is established by board of Education B. Recommendations concerning career awareness are generated by: 1. Career Awareness Committee 2. Advisory Council 3. Parents, students, and community groups 4. Faculty members			
Advisory Council	A. Council organized 4- -74 B. Career Awareness Committee 1. Organized 4- -74 2. Developed awareness guide 6-14-74 C. Awareness Committee activities shared with council 5- -74	A. Review, analysis, and revisions of Career Awareness Plan B. Review Assessment Data collected in May 1975 and recommended program improvements C. Assistance with implementation of Awareness plan provided by Awareness Committee members at the building level	A. Review revised Awareness plan B. Seek out additional community resources	A. Review, Analysi and revision of Career Awarenes Plan B. Review Assessment Data Collected in Ma 1977 and recommend program improvements

Planning Category	Present	1974-75	1975-76	1976-77
Inter-disciplinary	A. Incorporation of awareness activities in existing curriculum as stated in awareness guide.			
Financial Considerations	A. No budget for Career Awareness B. Career Education Director serves as resource developer	A. Incorporate Career Awareness materials in Resource centers (Library Budget) B. Budget for 1175-76 school year to permit purchase at the building level of items which relate to self awareness and guidance activities C. Budget for career awareness visits to awareness visits to awareness programs in other communities and career awareness workshops (travel and sub teachers) in 1975-76 D. Budget for consultant or team to demonstrate techniques used in other districts	A. Expand materials in resource centers B. Expand resources in each subject area so occupational awareness resources are available in every classroom C. Budget for 1976-77 school year to provide for expansion of self awareness and guidance activities D. Update financial planning as indicated by the May 1975 Career Awareness Assessment	A. Career Awareness assessment (May 1977) 1. Resource materials to be budgeted for 1977-78 school year 2. Inservice activities to be budgeted for 1977-78 B.
In-service	A. System Career Education in-service was held 3-25-74 B. Career Awareness Committee was established to develop local program and prepare a written awareness guide	A. The Director of Career Education assisted by the Awareness committee will review career awareness guide with all elementary teachers B. Grade level meetings will be conducted to amplify on use of the guide and to encourage development of additional activities.	A. Update & expand awareness activities as indicated by assessment findings B. Visit to model programs in other schools (awareness committee and selected teachers)	

Planning Category	Present	1974-75	1975-76	1976-77
In-service (cont)		C. Full program assessment will identify additional inservice needs	C. Bring in outside consultant or team to demonstrate additional awareness techniques (2 half-day sessions)	
Resources	A. Inservice (3-25-74) identified various resources for teachers B. Musser Public Library has numerous books on career awareness C. A library list has been developed to identify books and other resources in the various buildings in this district D. Free materials have been reviewed by the awareness workshop committee and selected items have been included in the awareness guide	A. Community survey to identify business, industrial, and individual resources 1. Personnel Assn. 2. Newspaper survey 3. Voluntary Action 4. Senior citizens 5. Chamber of Commerce 6. Advisory Council 7. Labor organizations B. Expand media centers to include more career awareness materials C. A monthly career education newsletter will be used to announce newly discovered resources D. Alert teachers to resources at Musser Public Library	A. Incorporate commercially available self awareness units as selected by teachers at the building level B. Continue identification of local resources C. Update community resource guide developed in 1971	BEST COPY AVAILABLE

CAREER EDUCATION ASSESSMENT GUIDE

Muscatine Community Schools

Muscatine, Iowa

6-19-74

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* This guide is a adaptation from: Oregon Board of Education. 1971. An assessment for a total career education program. Salem. 15 p.

AN ASSESSMENT FOR A TOTAL CAREER EDUCATION PROGRAM

Introduction

This assessment has been developed to provide this district a means of determining the status and needs of our career education program. This assessment has been designed to provide an overview of key elements in career education in a brief period of time.

Outcomes

The outcomes from using this document should provide a district with:

--data to make decisions
--awareness of assessment and planning
--insights into program development
--a realistic utilization of resources
--a team who will be aware of the need for assessment and planning
--information about other program concerns
--a system for continual program development
--an understanding of the process of assessment
--an insight to the occurring infusion of career education concepts
--improved communication among staff and administration regarding career education

Directions for Completing Profile

Assigned assessments are on a zero to five scale (see page 6), a rating of zero indicating nonexistence and a rating of five being ideal. Each criteria within an element is assessed at each instructional level, awareness, exploratory, and preparatory. The ratings at each instructional level within an element are summarized by adding the assigned assessments and dividing the sum by the number of criteria within the element.

The summarized result is the value arrived at for the element at each instructional level. The values for each element are then transferred from the element assessment sheet to a profile sheet (see page 4). A district profile can be developed by averaging assessment ratings for each instructional level.

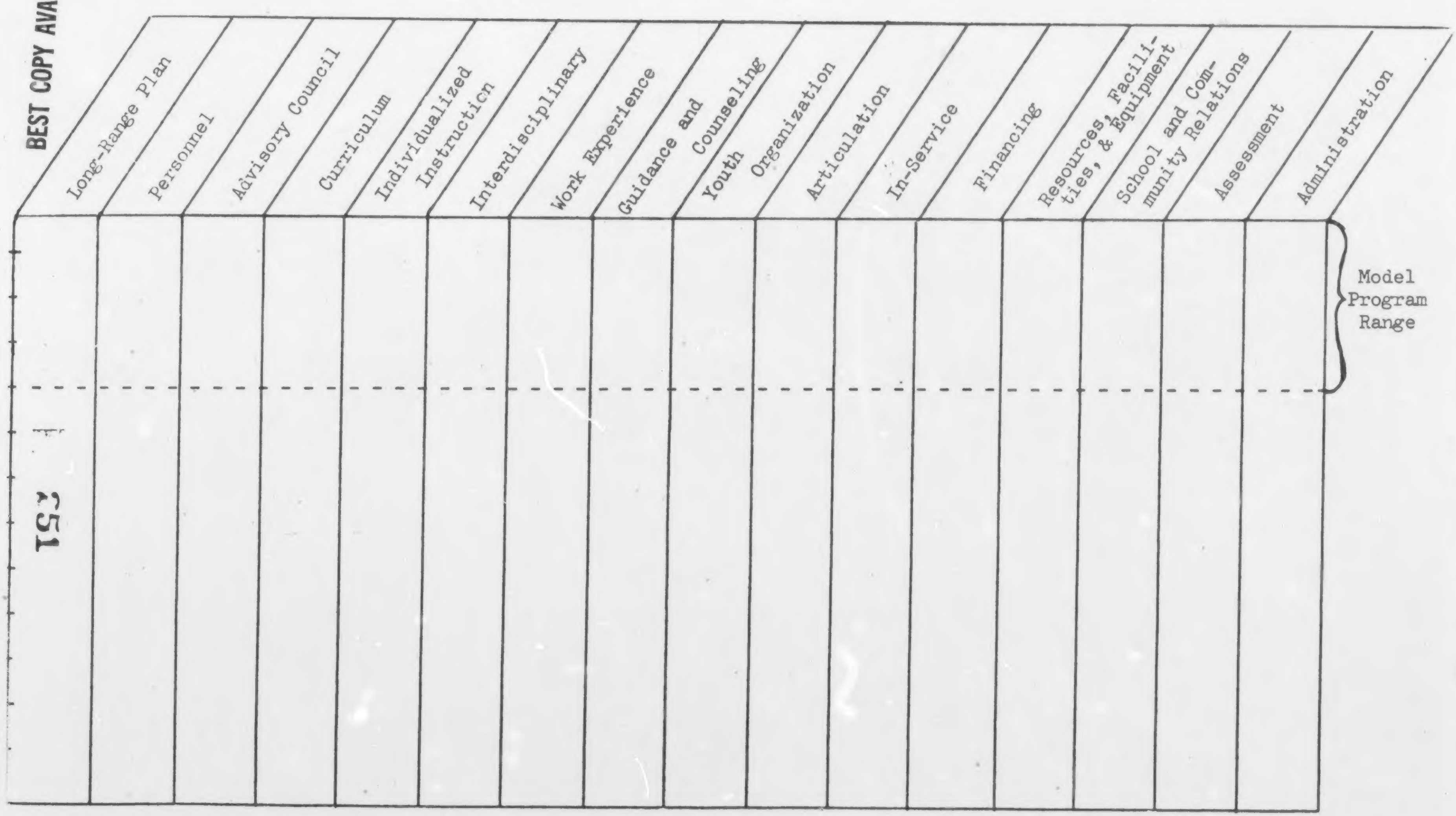
Faculty Responsibilities

Teachers and administrators provide an internal assessment of the career education program. Faculty members record their responses on pages 6 through 16. The information which will be placed on pages 3 through 5 will be computed and entered at the central district office. This instrument is in no way connected with the evaluation of teacher performance, so do not include your signature or other identifying marks.

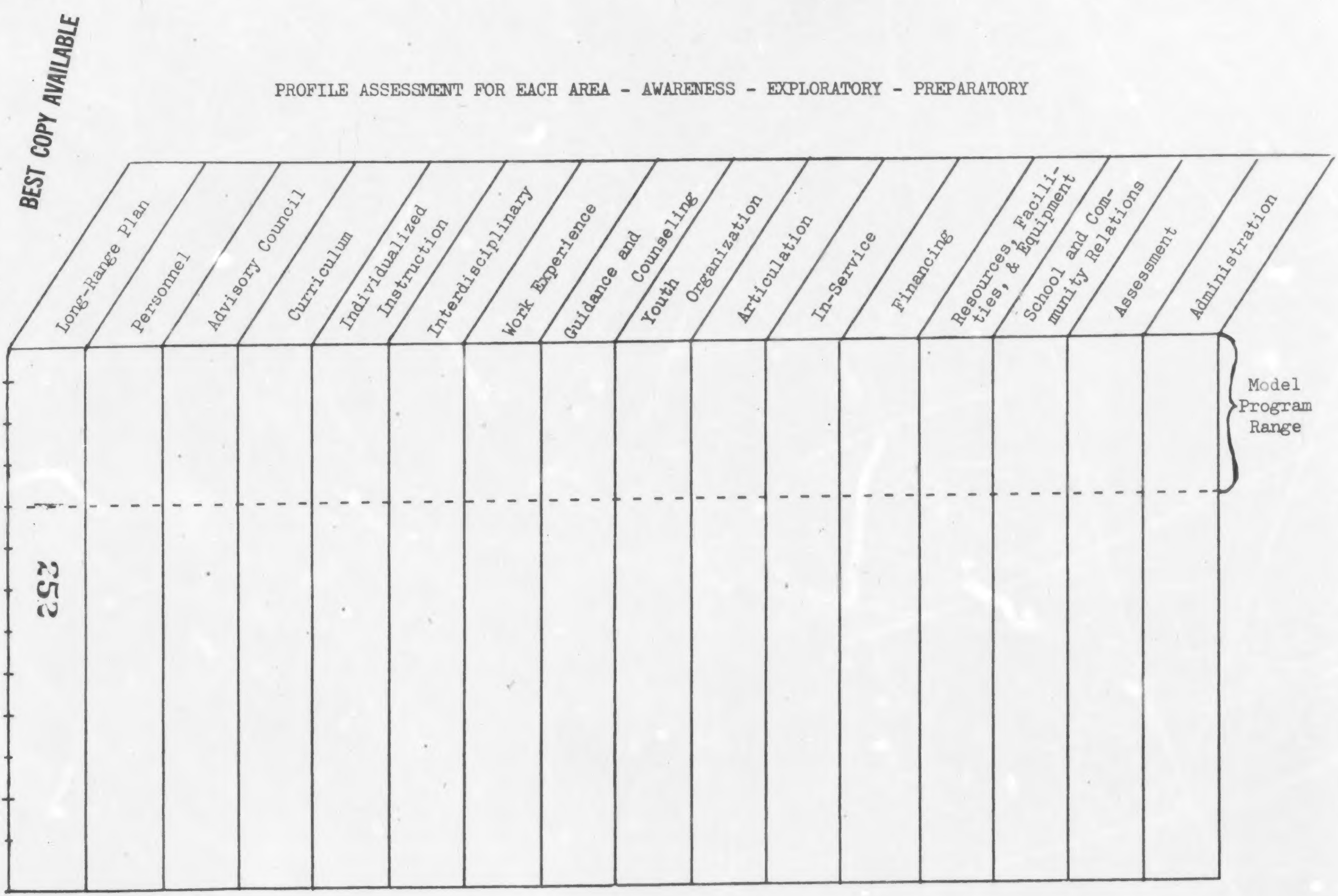
Consulting Team Responsibilities

A team of consultants will be asked biannually to use this instrument and indicate their impressions of the career education programs. This team will be composed of persons who are not employed by the district. The team will be selected by the Director of Career Education, the Career Education Advisory Council, and faculty committees representing career awareness, career exploration, and career development. Membership on the consulting team may include, but not be limited to; teachers from other school districts, career education advisory council members, career education directors from other districts, state department consultants, students, and college or university staff members. Consulting team members record their responses on pages 6 through 16.

TOTAL CAREER EDUCATION PROGRAM ASSESSMENT PROFILE


Long-Range Plan
Personnel
Advisory Council
Curriculum
Individualized Instruction
Interdisciplinary
Work Experience
Guidance and Counseling
Youth Organization
Articulation
In-Service
Financing
Resources, Facilities, & Equipment
School and Community Relations
Assessment
Administration
Model Program Range

PROFILE ASSESSMENT FOR EACH AREA - AWARENESS - EXPLORATORY - PREPARATORY



		AWARENESS	EXPLORATORY	PREPARATORY	DISTRICT			AWARENESS	EXPLORATORY	PREPARATORY	DISTRICT			AWARENESS	EXPLORATORY	PREPARATORY	DISTRICT			AWARENESS	EXPLORATORY	PREPARATORY	DISTRICT
Long-Range Planning	5 4 3 2 1 0					Individualized Instruction	5 4 3 2 1 0					Youth Organizations	5 4 3 2 1 0					Resources, Facilities, and Equipment	5 4 3 2 1 0				
Personnel	5 4 3 2 1 0					Interdisciplinary	5 4 3 2 1 0					Articulation	5 4 3 2 1 0					School and Community Relations	5 4 3 2 1 0				
Advisory Council	5 4 3 2 1 0					Work Experience	5 4 3 2 1 0					In-service	5 4 3 2 1 0					Assessment	5 4 3 2 1 0				
Curriculum	5 4 3 2 1 0					Guidance and Counseling	5 4 3 2 1 0					Financing	5 4 3 2 1 0					Administration	5 4 3 2 1 0				

AN ASSESSMENT FOR A TOTAL CAREER EDUCATION PROGRAM

	Awareness K-6	Exploratory 7-9	Preparation 10-12
1. ELEMENT - LONG-RANGE PLAN			
Philosophy - Planning is a necessary endeavor so that career education programs are implemented, upgraded, and properly maintained. Through planning an effort is made to determine needs, set goals, determine resources, and establish implementation procedures to meet the needs of students and community.			
Assessment Criteria			
A. A current long-range plan is being utilized.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
B. The long-range plan and school philosophy support one another.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
C. Problems, needs, and objectives are identified.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
D. Objectives reflect the needs of the students, school, and community.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
E. Projected accomplishments with a timeline are evident.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
F. The plan is a joint effort of the board, administration, instructional staff and advisory personnel.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
G. The long-range plan is revised annually.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
Assessment of Long-Range Plan			
2. ELEMENT - PERSONNEL			
Philosophy - The knowledge, abilities, and skills of the school's staff directly affect the quality of the educational program.			

(Continued)

	Awareness K-6	Exploratory 7-9	Preparation 10-12
Assessment Criteria			
A. Staff members are properly trained to carry out their functions in the career education program.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
B. Coordination and/or direction is provided for each part of the career education program.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
C. The student-teacher ratio allows for quality education.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
D. Staff members have been prepared for their program level.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
E. Staff members have been prepared to integrate career education into their instructional program.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
Assessment of Personnel			
3. ELEMENT - ADVISORY COUNCIL - ADVISORY COMMITTEES (Faculty Committees are not assessed in this section)			
Philosophy - Career programs need to reflect the occupational world and community needs. Advisory groups are relied upon to assist in planning and keeping programs current to the requirements of the world of work.			
Assessment Criteria			
A. An overall career education advisory council is functioning.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
B. Committees for each vocational area are functioning.			5 4 3 2 1 0
C. Staff responsibility is designated for each advisory committee.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
D. Teachers attend advisory meetings as resource persons and are welcome as observers.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
E. Duties and responsibilities of advisory groups are outlined in writing and are being followed.		5 4 3 2 1 0	5 4 3 2 1 0
F. Different levels of personnel from key occupations are represented in advisory groups.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
G. Broad community representation exists.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
Assessment of Advisory Council			

4. ELEMENT - CURRICULUM

Philosophy - The curriculum should reflect the activities of business and industry and allow each student to develop career interests and abilities.

Assessment Criteria	Awareness K-6	Exploratory 7-9	Preparation 10-12
A. Each career education program has a written philosophy.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
B. Each career program has a written course of study with measurable expected student outcomes.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
C. Staff time is provided for planning and upgrading career programs.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
D. Community resources are being utilized in instruction.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
E. District curriculum guides are utilized as a basis for program articulation.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
F. Interdisciplinary activities are functioning between career and basic-general education.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
G. Students are exposed to self in relation to work.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
H. Students are exposed to work in relation to the community.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
I. Students are exposed to broad families of occupations.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
J. Learning experiences represent a cross-section of the world of work.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
K. Students are allowed to observe workers and work processes.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
L. Teachers are involved in planning career education programs.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
M. Students are allowed to explore several preparation areas.		5 4 3 2 1 0	5 4 3 2 1 0
N. Students are allowed to experience work environment.		5 4 3 2 1 0	5 4 3 2 1 0
O. Students are encouraged to select a broad career preparation goal appropriate to their interests, abilities, and aptitudes.		5 4 3 2 1 0	5 4 3 2 1 0
P. Exploratory programs provide hands-on experience.		5 4 3 2 1 0	5 4 3 2 1 0
Q. Effective and extensive use is made of business and industry for exploration through selected work experience and observation.		5 4 3 2 1 0	5 4 3 2 1 0

(Continued)

	Awareness K-6	Exploratory 7-9	Preparation 10-12
R. The instructional program is based upon key occupations and task analysis.		5 4 3 2 1 0	5 4 3 2 1 0
S. Instruction is based upon commonalities in each career education occupational cluster.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
T. Programs meet reimbursement criteria.			5 4 3 2 1 0
U. A current long-range plan is being implemented in the district.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
V. At least 50 percent of the 11th and 12th grade students are enrolled in preparation programs.			5 4 3 2 1 0
Assessment of Curriculum			
5. ELEMENT - INDIVIDUALIZED INSTRUCTION			
Philosophy - Instruction should be designed to allow each student to achieve his career goal. Resources, methodology, and teachers' efforts need to be combined in a setting flexible enough to accommodate students with varied interest, abilities, and attitudes.			
Assessment Criteria			
A. Instructors have been trained in individualized instruction methods.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
B. An effective system is used to progress each student individually.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
C. An effective method is used to monitor each student's progress.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
D. A variety of learning experiences are available for each concept.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
E. Competency levels for each student have been identified and are being utilized.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
F. Remedial and advanced learnings are available as needed.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
Assessment of Individualized Instruction			

	Awareness K-6	Exploratory 7-9	Preparation 10-12
6. ELEMENT - INTERDISCIPLINARY			
Philosophy - A relationship should exist between all school subjects taught as each relates to the career goals selected by the student. Each discipline plays a vital part in helping the student achieve success in his career interest area.			
Assessment Criteria			
A. Specific areas within the curriculum have been identified as one that could successfully be taught using an interdisciplinary approach.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
B. The school administration and teaching staff implement the interdisciplinary approach within the school.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
Assessment of Interdisciplinary			
7. ELEMENT - WORK EXPERIENCE			
Philosophy - Students should have the opportunity to experience work as a part of the educational program in order to make sound judgements and decisions about their personal goals and to obtain job skills.			
Assessment Criteria			
A. A district policy and written guidelines for work experience is being utilized.		5 4 3 2 1 0	5 4 3 2 1 0
B. Cooperative, general, and exploratory work experience programs are functioning.		5 4 3 2 1 0	5 4 3 2 1 0
C. Training stations are utilized in relationship to the instructional program.		5 4 3 2 1 0	5 4 3 2 1 0
D. Adequate coordination and supervision are provided for.		5 4 3 2 1 0	5 4 3 2 1 0
E. Training plans are utilized for each training station.		5 4 3 2 1 0	5 4 3 2 1 0
Assessment of Work Experience			

	Awareness K-6	Exploratory 7-9	Preparation 10-12
8. ELEMENT - GUIDANCE AND COUNSELING			
Philosophy - The guidance program assists each student to mature in self-understanding, self-responsibility, decision-making ability, development of values, and attainment of the attitudes and skills required for productive citizenship in our society.			
Assessment Criteria			
A. The district has a effective career guidance program.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
B. Adequate guidance services are available to assist each student in assessing his personal interests, aptitudes, and abilities in making a career choice.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
C. Effective counseling is available, especially at the awareness level.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
D. There is a cooperative approach between guidance and counseling staff and teachers in application of occupational guidance.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
E. Adequate assistance is provided to each student to help him take the "next step."	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
F. A functioning student follow-up program exists.			5 4 3 2 1 0
G. Staff members have been prepared in basic guidance skills.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
Assessment of Guidance and Counseling			
9. ELEMENT - YOUTH ORGANIZATIONS			
Philosophy - The function of youth organizations should center upon development of leadership qualities, cooperation, citizenship, and participation in home, school, and commuity activities.			
Assessment Criteria			
A. Appropriate youth organizations are utilized in career education programs.		5 4 3 2 1 0	5 4 3 2 1 0
B. Adequate provisions are available for finances, time, and adult advisors.		5 4 3 2 1 0	5 4 3 2 1 0
C. Youth Organizations are utilized in the career education program where common goals are sought.		5 4 3 2 1 0	5 4 3 2 1 0
Assessment of Youth Organizations			

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	Awareness K-6	Exploratory 7-9	Preparation 10-12
10. ELEMENT - ARTICULATION			
Philosophy - All career education programs should be designed to complement one another so that each student is able to pursue his goals with little or no wasted time and effort caused by gaps or repetition of curriculum.			
Assessment Criteria			
A. The district has a planned procedure for progression of students through the career education program, K-12.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
B. The district has a planned procedure for progression of students from high school to post-high school.			5 4 3 2 1 0
Assessment of Articulation			
11. ELEMENT - IN-SERVICE			
Philosophy - The school staff's knowledge, abilities, and skills directly affect the quality of the educational program. School boards and administrators are responsible for understanding the competencies needed by the staff to operate an updated and quality program.			
Assessment Criteria			
A. An ongoing career education in-service program has been established.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
B. Provisions of time and finances have been made for staff to attend state and professional organization sponsored in-service conferences.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
C. Provisions have been made for appropriate consultant help.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
Assessment of In-Service			

	Awareness K-6	Exploratory 7-9	Preparation 10-12
12. ELEMENT - FINANCING			
Philosophy - Adequate resources are required to carry out a quality career education program consistent with the school philosophy and objectives.			
Assessment Criteria			
A. Operating budget supports needs and priorities as established in the long-range plan.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
B. Administration, instructional staff, and advisory personnel operate as a team in developing the budget.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
C. Personnel, facilities, supplies, equipment and supporting services are adequately financed to carry out the career education objectives.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
D. Financial resources are adequate for in-service and curriculum development.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
E. Provisions for extended contracts are provided where needed.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
F. Financial resources are available for transporting students to community employment sites.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
G. Insurance is provided for students involved in work experiences and other community activities.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
Assessment of Financing			
13. ELEMENT - RESOURCES, FACILITIES, AND EQUIPMENT			
Philosophy - The facility should provide a learning environment for diverse activities consistent with career goals. Equipment and supportive resources should be up to date and representative of the world of work.			
Assessment Criteria			
A. Facilities, equipment, and other resources necessary to implement career education programs have been identified.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
B. Existing facilities, equipment, and resources are adequate to carry out instructional objectives.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0

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	Awareness K-6	Exploratory 7-9	Prepartion 10-12
C. Available facilities, equipment, and resources are being utilized to their potential.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
D. Additional facilities, equipment, and resources necessary to implement the planned career education programs have been budgeted for.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
E. Facilities, equipment, and other resources available for "hands on" experiences are compatible with those in the world of work.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
F. Advisory personnel are available for consulting on the selection of facilities and equipment.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
Assessment of Resources, Facilities, and Equipment.			
14. ELEMENT - SCHOOL AND COMMUNITY RELATIONS			
Philosophy - Involvement of individuals and organizations within the community maximizes the effectiveness of the career education program.			
Assessment Criteria			
A. There is a functioning public relations program utilizing a variety of materials and methods	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
B. Community service is provided through public use of facilities, equipment, and resources.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
C. Provisions are made to express appreciation to the community for its support.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
Assessment of School and Community Relations			

	Awareness K-6	Exploratory 7-9	Preparation 10-12
15. ELEMENT - ASSESSMENT			
Philosophy - A career education program should have a definite plan for assessment. Assessment should determine how well the program is meeting the needs of the individual student, the community, and the world of work.			
Assessment Criteria			
A. A written plan to implement assessment of the career education programs has been developed.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
B. Instruments for the assessment are being utilized.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
C. The students, staff, and advisory members are involved in the assessment process.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
D. There are written provisions for assessment by persons not employed by the district.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
E. Evidence exists that the assessment results are being utilized for improving the career education programs.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
F. A written policy exists to assess the career education competencies of teachers.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
G. The policy to assess the career education competencies of teachers has been implemented.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
Assessment of Assessment			
16. ELEMENT - ADMINISTRATION			
Philosophy - Administrative leadership and commitment is required to develop and maintain a quality career education program.			
Assessment Criteria			
A. A person or persons have been identified and have been given the authority and responsibility of administering the career education program.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
B. The board and key administrators have endorsed the career education program.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0

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	Awareness K-6	Exploratory 7-9	Preparation 10-12
C. Decision makers consider the advice and recommendation of advisory committees.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
D. Decision makers utilize the long-range plan in determining priorities and financing career education programs.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
E. Administrative structure and process allows for the utilization of input and recommendations of all staff levels in decision making.	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
Assessment of Administration			

GLOSSARY

Advisory committee:	A group, usually from outside the field of education with current and substantial knowledge of jobs and occupations, selected to provide advice on technical matters for various career education programs.
Assessment:	A survey of the present condition of the total career education program.
Career development tasks:	Sequential steps necessary to insure each student orderly progress toward a career goal. (Examples of career development tasks: (a) developing a positive concept, (b) understanding the decision making process, (c) acquiring knowledge and skills in occupations and work settings.)
Career guidance:	That process which affords each student the opportunity to complete his career development tasks.
Community resources, facilities, equipment:	Those human and physical assets within the community that provide assistance to the school in carrying out their educational programs.
Evaluation:	A process within the system that measures whether the predetermined objectives of the career education programs are being met.
Individualized instruction:	A delivery system that allows each student to acquire knowledge, skills, and abilities in keeping with predetermined objectives without regard to a timeline.
Interdisciplinary:	Activities which involve two or more disciplines that show the relationship and application of common competencies.
Key occupation:	Occupations that are representative of the community or segments of the labor force in respect to numbers employed and required competencies.

Long-range plan:	The career education developmental plan that is required by State law to be filed with the State Department of Education. It must have been approved by the district school board prior to submittal to this agency.
Staff competencies:	Knowledge, abilities, attitudes, and skills needed by the staff to operate a quality career education program.
Student outcomes:	Pupil performance in terms of predetermined objectives.
Work-Experience:	Activities of a student learner in a work environment that are supervised jointly by the school and the cooperating training agency.